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ABSTRACT

This document researched the utilization of SET: Research Information for Teachers, a package of articles presenting a smorgasbord of educational research information. Five case studies in New Zealand schools were presented; five institutional visits were described. The purpose of the school visits was to investigate what happened to SET information documents and like matter when it reached schools of various types. Also investigated were within-school activities and systems to disseminate the information, and reactions of principals to various types of document content. The research plan incorporated preliminary studies, discussions with a number of educators, and questionnaires mailed to all members of an advisory committee for SET. Results showed that academics fall into categories of those who accept the research model and those who question its validity. Teachers and school personnel had limited experience with SET because the materials seldom reached them. Publishing and distribution problems could be corrected through a considerable effort to recruit the cooperation of principals of schools, and through the development and use of a network. Current subscription statistics for SET and an analysis of item sources are included in the report. Appendices include a school visit checklist, a school librarian interview schedule, and other materials used in school and institutional visits. (LMO)

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ED266185

The Utilizaton of set: research information for teachers in Selected Education Institutions

Peter L. Jeffery

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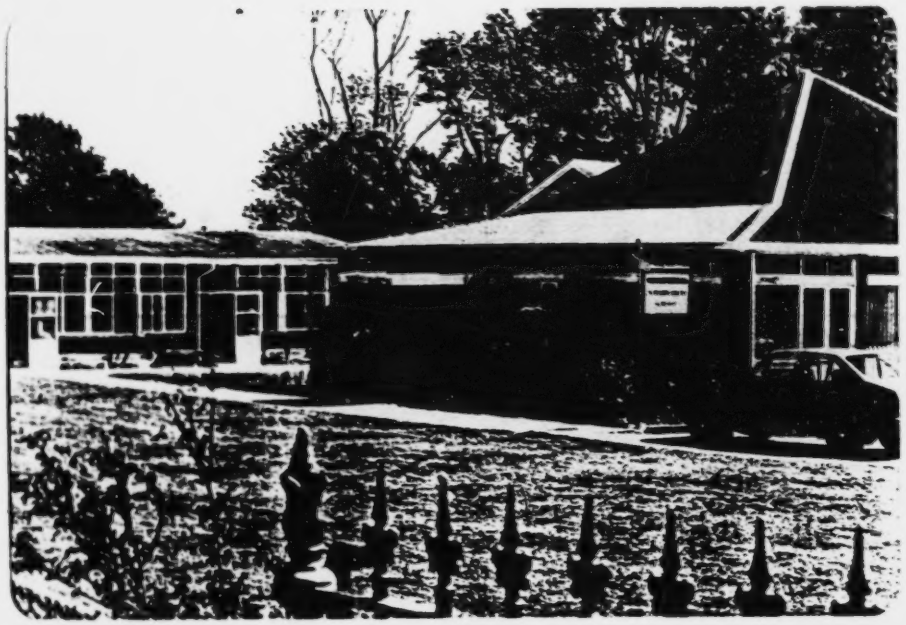
The Utilization of set: research information for teachers in Selected Educational Institutions



Peter L. Jeffery

1985

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PREFACE

The author is grateful for the patience of the various typists who assisted in the preparation of the multi-component documentation of the research in draft form and to the word processing staff for the final version of the report.

I am grateful also for the assistance of ACER's Clerical and Technical staff for processing questionnaires and other data and especially thank the Supervisor Mrs Ruth Jeffery, who acted also as unpaid research assistant as we travelled in New Zealand.

Peter Jeffery
March, 1985

CHAPTER 1

AN OVERVIEW

Introduction

Documents Comprising New Zealand Report

The Utilization of set: research information for teachers in Selected Educational Institutions includes the following:

Case Studies of Schools

a Case Study No. 1 Marsh Primary School Re-visited
b Case Study No. 2 Pritchard School Re-visited
c Case Study No. 3 Williamstown Intermediate School
d Case Study No. 4 Manton High School
e Case Study No. 5 Mansfield Primary School Re-visited

Other Institutions Visits

a Discussions with Academic Staff at Auckland Teachers College
b Discussions at Kohia Teachers Centre, Auckland
c Discussions at Central Otago Education Centre
d Discussions with Academic Staff at Canterbury University, Christchurch
e Discussions at Wellington Polytechnic Teaching Resources Unit

Current Subscription Statistics for set

Who's Writing for set? Analysis of item sources.

Broad Statement of Results

Questionnaire Study of set Advisory Committee (Australia)

The questionnaire study revealed general satisfaction with the content and presentation of set. Respondents were however sceptical about uptake of the research in the schools, some seeking a remedy by focusing content specifically on classroom practical matters and on issues which could be used in decision making at the local level. Others suggested that strategies to involve teachers in research were needed to foster attitudes conducive to utilization.

Educational Institutions Case Studies in New Zealand

The school visits component of the research confirmed that in general utilization and uptake of *set* in the schools is low although principals and teachers are very supportive of its publication. The research done in tertiary institutions showed that many lecturers and the like were keen to see the publication thrive but were not active users of *set* in their work nor did they think in terms of actively contributing to it. Certain individuals in both groups indicated their belief that there was a need for the sponsoring organizations (publishers) to make more efforts to encourage uptake and some others were sceptical that *set* would be used until teachers were actively involved in research.

Collaborative Discussions at NZCER

The meetings at NZCER were highly profitable as many problems in the management of the joint publishing and dissemination venture were opened up for discussion and mostly resolved. These problems included pricing, method of payment (currency), frequency of *set*, timing of *set*, content/editorial matters, building on previously published material in reprints and utilization and uptake of information published.

Costs for *set* have been controlled by arranging for all copies for subscribers in both countries to be posted in New Zealand at a considerable saving in freight and postage to the joint ACER NZCER project. All payments for *set* will in future be made in New Zealand currency. To capitalize fully on the content of past issues and to demonstrate that research is building knowledge in education, a series of special issues to be called *The Best of set on: ...* is proposed to be published at the rate of one a year outside the subscription series, for direct sale.

It was hoped to produce three smaller issues of *set* in future to help overcome the problem of maintaining a constant presence in the schools. This intention cannot be fulfilled in 1985 due to the New Zealand editor proceeding on three months study leave in England in August.

Organization of the Research

Purpose

The purpose of the visits to schools was to investigate what happened to *set* information documents and like matter when it reached schools of various types. Within-school activities and systems to disseminate the information to classroom teachers were of interest. Also of interest were the reactions

of principals and staff members to various types of content of set. Institutions (other than schools) relevant to set were also included in the schedule of visits where possible. These included the New Zealand Education Department, a university and two teachers centres. The institutions other than schools were visited to ascertain what happened to set in those places.

Sampling of Schools

The selection of schools for the sample was of a high priority in planning the study. As the work had to be done in an absolute minimum of time it was considered important to visit schools which were known to the ACER. In this regard we were fortunate that relatively recently another study (Sturman 1982) had collected detailed case study information in New Zealand schools. Accordingly, it was decided to use three schools in the ACER Staffing and Resources Study. A secondary school was added to the sample and also an intermediate school where a personal contact made it likely that detailed information would be forthcoming.

Preliminary Research

The research plan incorporated preliminary studies and discussions with a number of people and a mailed survey of a particular group committed to set namely, the set: advisory committee with two representatives from each State. A Questionnaire for set was prepared for circulation to set: advisory committee members prior to the investigations in New Zealand (see Figure 1). This was to collect information which could guide discussions and data collection in New Zealand.

A draft of the questionnaire was circulated to and discussed with the set: advisory committee members who are on staff at ACER; Dr Jan Lokan and Dr Sid Bourke. Dr John Izard also assisted in the refining of this instrument and all were consulted in the framing of the overall study by mail and by case studies in schools, etc. during the New Zealand travel period.

Questionnaire Study

The Questionnaire for set was mailed in quantity to all members of the set: advisory committee in Australia in August 1984. Recipients were urged to distribute the documents to various people who might be interested in set and invite responses. The style of the questionnaire required open-ended responding.

Figure 1 Summary of Responses to Questionnaire on set

Format

set comprises 14 pamphlets or small booklets of information on research in each packet.

1 What do you like or dislike about the present format of set?

see next response

2 What changes would you introduce to the set format?

There was almost unanimous support for the present format.

Frequency

set appears twice per year in May and November.

3 How suitable is the present frequency and timing of set?

4 In what ways would you alter the frequency and timing of set in the future?

Most respondents were happy with the present frequency but there was some indication that set should be timed to appear in March and August rather than May and November.

Size

set consists of 14 pamphlets each of about 3000-4000 words.

5 What do you think about the overall size of set? Are there too many or too few documents?

see next response

6 What recommendations do you make about the overall size of set?

There was no marked dissatisfaction with the size of set but some preference for fewer documents.

Size of Documents

7 What do you think about the size (length) of set items?

8 What length of article would you like to see in set?

Respondents were not unhappy with the present length of article but some urged shorter to about 1000-2000 words.

Contents

set presents a smorgasbord of research information across levels and topics in education and types of research. A balance is attempted over each 'volume' (year) for all levels of schooling.

Levels

9 What is your opinion of the levels (of education) coverage of set? Indicate number of issues studied in forming your opinion please.

Most had studied four years issues of set before commenting that a good balance across levels had been attained.

10 What changes (if any) would you recommend regarding levels of coverage?

There was some indication that early childhood and special education coverage could be increased.

Topics

11 What is your opinion of the range of topics covered in set?

see next response

12 In what ways would you change the balance of coverage of topics?

Continued emphasis on practical topics including the 'arts' was suggested.

Types of Research

13 Should the coverage of types of research reported in set be varied? If so please elaborate on your ideas.

No general statement of opinion can be made about the varied responses to this question. A summary of responses follows:

Summary of Responses to 'Types of Research" Question

- classroom teachers have difficulty in acting on the information provided
- more philosophical analysis rather than empirical research
- more accounts of 'experience' rather than 'technical' stuff or quantitative data
- include range from comparative/psychometric to socially critical and longitudinal studies
- commenting on issues
- prompt reviews of national documents
- emphasize research useful to parents and teachers active in decision making at local school level

Clientele

The full title of set is set: research information for teachers and this suggests our major target audience.

14 What do you believe should be the main and subsidiary groups to which set is addressed? Please name groups and rank them for importance to set.

1 teachers

2 student teachers

3 teacher educators

4 'change agents' (various designations according to state)

5 administrators

Future

Format

15 Among other things it has been suggested that set be produced in magazine format and perhaps be made available in microfiche. What are your views on these proposals? How could we use video?

Most preferred that the present format be continued.

Content

16 What topics would you suggest we investigate for future inclusion in set? List as many as you like. If you know of authors please give names and addresses.

Suggested content for future sets:

- secondary curriculum credentialling
- alternatives to school schooling and the economy
- the nature of reading and how children learn to do it
- curriculum expansion
- religious education
- health education
- second languages
- competency based tests in student assessment
- modular curriculum development
- program evaluation
- alternative points of view to the mainstream of educational research
- topics relating to classroom or school practices
- teacher effectiveness
- models of teaching
- discipline
- school based curriculum development
- Year 12 certification and tertiary entrance
- disruptive students
- classroom computer instruction in Australia

- secondary school reorganization
- decentralization and devolution in education
- staff stress
- subject topics

Circulation

set presently is subscribed to by 4000 Australian and some 2000 New Zealand educators.

17 Should a deliberate attempt be made to 'deal direct with parents' and seek general subscribers? (Note this could influence content.)

The response to this was generally negative.

18 Should an attempt be made to obtain overseas subscribers? From which countries do you think?

These could be encouraged but not at the expense (content or financial) of Australian teachers.

Methodology Employed in the Case Study Visits

Due to the severe time constraints imposed on the study it was expected that only one day could be spent in each of the schools selected. This necessarily limited the number of points which could be investigated and the number of personnel with whom discussions could be held.

Table 1 Categories of Respondents to Questionnaire on set

Principals	
(a) Primary	3
(b) Secondary	1
Teacher Education Lecturers	5
*Education Officers (Departmental)	5
*Research Officers	4

* These categories overlap.

A framework for the enquiries was drawn up and documents in a School Visit Checklist and a School Librarian Interview Schedule. However in the event the method of data collection varied from site to site as the researchers gained experience in interviewing and/or found that strict adherence to the prestructured questions was inappropriate (see Appendices 1 and 2).

Responses and results. A total of 17 responses was received prior to the New Zealand phase of the study and processing of these was immediately commenced so that a preliminary analysis could guide discussions in New Zealand. The respondents are categorized in Table 1. Figure 1 summarizes the open-ended responses to the questionnaire.

In addition, it was considered essential to make the arrangements relatively unstructured so that the administrative styles and characteristics of the various situations could be revealed and to avoid focusing on those aspects which might be expected by preconceived notions of all parties, interviewers or interviewees.

So, although the personnel in schools visited had been contacted in advance for the visit and this contact had generally indicated the reason for the visits as:

> ... to investigate the within school dissemination of research based information. (Mr Jeffery) ... is Australian editor of set, our research information service for teachers. (Geraldine McDonald, Acting Director, NZCER, letters to schools September, 1984)

there was a conscious effort to leave detailed arrangements for each day to the participants so that the unfolding arrangements could indicate whose responsibility and concern dissemination was in each situation.

The value of this open structure was demonstrated several times and can be seen in detail in the case study reports of each school.

Field workers for the study. As indicated by Sturman (1982), field workers have their own preconceived notions of schools and of the matter being investigated and so it is important to note some details of the field workers engaged in this study.

The enquiries at each site were made principally by the author. However, Mrs R. Jeffery was in attendance during each interview and she acted as a research assistant helping with the recording of responses and participating in a supportive way in the discussions. Both the author and the assistant are ACER staff members and both are former primary teachers with several years experience of teaching together as a team in schools in Victoria.

Prior to the field work the researcher and assistant had many discussions regarding the purposes of the study and the strategies to be employed in data collection, including conduct of interviews. This constituted a training period for both people.

Approaches to schools and institutions. As the publication of set is a joint effort between the ACER and NZCER and the visits to schools were to be in New Zealand the researchers were fortunate to have the wholehearted co-operation of the New Zealand editor of set and the Acting Director of NZCER who contacted all schools and their respective Superintendents of Education.

All selected schools were telephoned to ascertain whether they would be willing to participate and arrangements were confirmed in writing by the NZCER. One school found the particular day of the planned visit inconvenient and so had to be omitted from the study due to the tight schedule of the researchers' travels.

Data Collected

Data for the field work component of this research is presented in the form of case studies (5) and other visits (5). The following ten documents each with its accompanying exhibits where necessary, broadly consists of:

- an introduction to set the context for each situation
- observations of the dissemination system used
- interview data from participants
- specific comments relating to set
- an overview

Analysis of the information collected at each of the locations is largely embedded in the respective case studies but a summary overall is attempted in the following section.

Summary of Overall Findings

The reader is directed to the second section of this General Report but in addition the following may be said about the current status of the set project based on the complete investigation so far.

Academic Opinion

This divides between those who accept the agricultural or RD & D models of dissemination and those who challenge its validity. The former would largely

be satisfied that the current performance of the set exercise is satisfactory and is all that can be expected of the research industry to discharge its responsibilities towards possible users of the work. The latter will have their worst fears confirmed by the generally low level and ineffectual uptake of the research results promulgated in set. There is a growing support in the literature and in some academic circles (including some studied in this research) for the latter position.

School Teacher and School Support Personnel Views

School support personnel (teachers centre staff and some principals) are generally in agreement that more 'promotion' or effort is required by the research community to encourage, foster and support teachers in uptaking research and implementing ideas in schools. Few teachers have had direct experience with set because the material seldom reaches them due to various factors in the delivery system. Prime among these is the problem of getting the material through the vagaries of within school dissemination systems. Even where transmission to end users is effected there remains a considerable problem in empowerment of the participants in implementation of ideas and knowledge.

Business of set

The practical problems of publishing and distributing set are easily managed with the basic co-operative goodwill and belief in the value of the exercise shared by the NZCER and the ACER. Difficulties arise when either organization begins to consider extension work which would enhance uptake of the research. Perhaps the solution lies in a considerable effort to recruit the co-operation of all principals of schools and all 'change agents' in an effort to network information, and assistance in using it, through many existing agencies. The first step in this process might be the mounting of a series of conferences for (a) the research community (b) educational administrators and (c) school personnel who can be persuaded of the importance of utilization of research.

Case Studies and Visitations

The following 10 sections document both data collected and an analysis of information from in three weeks of travel in New Zealand, October 1984.

Current Subscription Statistics

Tables 1 and 2 in Section 7 present an analysis of the 1984 Australian subscribers to *set* with some analytical comments following.

Authorship of set Items

An analysis of *set* content by author, institution and country for each item in *set* up to 1984(1) indicates that the majority of contributions still come from New Zealand academic sources.

CHAPTER 2

CASE STUDIES OF SCHOOLS

Case Study No. 1
Marsh Primary School Re-visited

Since 1981 there have been some significant changes at Marsh Primary School especially in staffing where all senior staff including the principal have changed due to retirement or transfers. In addition the enrolment has continued to decline to 370 at the time of the visit. Some relocatable classrooms have been removed from the premises.

Staff Balance

The balance of staffing between experienced and younger teachers has moved to a preponderance of the latter. There were only three male teachers on the staff at the time of the visit and this imbalance in the sexes was considered a problem by the principal, who expects to lose another teacher in 1985 due to the declining enrolment.

Community Support and Relations

Community support for the school continued to be very good, especially in fund raising but also in general interest and support for the total program. Some of the funds have been used to build up the library resources base including many hours of cataloguing of the entire stock. A little consideration has been given to microcomputers but no action has been taken in purchasing due to the perceived low quality of available software. Whilst the principal issues a newsletter to parents set is not used directly with this group.

The Parent Teacher Association, continues to be a strong and supportive body. They are involved regularly in fund raising, in class support programs and in social activities for parents.

Parents are informed regularly of school happenings through fortnightly newsletters. These are well presented and informative, as is the new introduction booklet for parents of newly enrolled students.

School liaison has been established with the local preschool organization; opportunities exist for parents of new entrants to establish initial contact with the school through regular induction programs. A

continuing liaison exists with Hololo Intermediate, the next school for many Marsh students.

Special Program Features

The school operates a Maori Culture Program with a language focus but encompassing other diverse aspects of the culture. The work involves two teachers on staff expecially plus itinerant Maori teachers for three days a week in an 'unofficial arrangement'. A section of the school has been designated as the Maori Unit.

Systems of Dissemination at Marsh Primary School

Organizational Structure

Marsh Primary has a hierarchical structure with the Principal as leader supervising several teams or syndicates arranged on a subject and levels basis. The hierarchy comprises: Principal, Deputy Principal, Syndicate Leaders, other staff. The source of managerial ideas for this school is the principal. The staff have an opportunity, which is exercised, to make inputs to subjects and teaching matters through the syndicates system (see below).

Mail Handling

All mail is opened by a clerical assistant and grouped as follows:

a accounts

b school council matters

c other

All is then passed to the principal to read and decide actions. One of these actions is to communicate with the staff 'official matters' via the Staff Newsletter which contains a calendar of events. This is issued regularly but not weekly and is written by the principal.

Staff Meetings

Each Tuesday senior staff meet to discuss school administration matters and in this venue the principal 'calls attention to matters' which he has had brought to his notice via mail or other means. This starts information going through the teams or syndicates which also meet weekly. General staff meetings occur fortnightly and sometimes include noticing the content of set by the deputy principal after discussion with the principal. Sometimes a resume or summary of information is prepared for sharing with all staff. In this way key ideas flow on to staff to work on in their subject syndicates or teams.

Problem Solving

The strategy adopted for solution of problems generally involves staff and principal collecting information from a wide range of resources. Naturally these are not limited to *set* but it was observed that it is difficult for school personnel to obtain resources as current as *set*.

Curriculum Revision

Early in each year a major effort is made to work on program revisions. This involves all staff including newcomers to the school. The principal manipulates the timetable to obtain the necessary allocations for working groups of teachers to meet and or prepare materials for program planning in school time. The school is closed at 2.00 p.m. each day for the first two weeks of school to get student-free time for planning. Working groups of teachers prepare first drafts of new plans for numerous revisions in syndicate meetings.

Syndicate Operations

Generally the senior teacher in each syndicate uses a variety of strategies to develop the skills and knowledge of team members but the emphasis is away from written materials favouring instead demonstrations, micro-teaching and the supply of helpful practical guides to resources and lesson planning (see Appendix 3).

Utilization of set

Reference Uses

When reviewing or contemplating reviewing a program, the principal goes through the collection of *sets* which he holds in the office, to assemble relevant recources. *set* is only one of the resources assembled in this way. This is used in Step 1 of the program review procedure which is 'pooling of information'. *set* is also used occasionally as background reading for answering parents' enquiries but the items are not distributed to parents.

Adjunctive Uses

Another way *set* is used in Marsh Primary is by the principal using it as a handout for teachers whom he observes are having some difficulty. For example a teacher having problems in teaching spelling would be given a copy of the *set* pamphlet on that topic. It is interesting to note that the *set* material is stored in the principal's office for security against loss of items out of

the packets and also because the principal 'felt possessive about the publication' as a 'private' source of resources to help teachers.

Specific set Item Used

Only one recent set item had been utilized as published for circulation to staff. This was 'Teaching Left Handers to Write' (set, 1984(1)). A copy of this document was made for each staff member and distributed. This was because this item was very short and absolutely practical. In fact this was the first practical advice on dealing with children who write with their left hand that the principal had seen.

set Format and Content

set was criticised by the principal of Marsh Primary for its 'shotgun' approach and paucity of primary school level items. He believed that set should focus on themes and that perhaps separate primary and secondary sets could be provided. Whilst being concerned about losing parts of sets by its loose leaf format he was adamant that it was better in this design than bound as a magazine, commenting that '... magazines and books are too off-putting.' An opinion was expressed that set appeared too infrequently and that it would be better to have it appear three times per year even if the total amount of material remained about the same.

A Principal's Resource

Underlying many of the remarks of the principal about how set is utilized, lay the belief freely confessed, that the publication was primarily the principal's to use selectively for the enhancement of the school. It is a resource somewhat guarded and selectively disseminated as deemed necessary. This gate-keeping was perceived as necessary and part of the role of the principal in a school. As it happens, one seior teacher commented adversely on this and said she preferred open access to all resources.

Previous School

The principal of Marsh Primary indicated that he had used set more in his last school than currently. The reason given was that at that previous school he had a particularly keen group of teachers who wanted to read. This in his judgment was not the case with his present staff at Marsh. However he admitted in this context that he was '... being selfish because set is a good resource to start things with.'

Overview

Marsh Primary is a pleasant, efficiently run school operated on largely traditional administrative lines. The use of *set* is arranged by the head of the school who administers it in controlled doses to achieve calculated effects under his authority. *set* is one of the resources used in management's efforts to continue the development of the school but for the most part it is only used directly by management. For users such as this *set* should be conceived of as a management tool and written accordingly.

Case Study No. 2
Pritchard School Re-visited

Since 1981 there has been little change in the circumstances of Pritchard School, its staff and its basic organization. The reader is referred to Ainley et al., (1981) for details of the school. There has been a small decline in the number of students and this has resulted in loss of some specialist staff but the senior staff have remained. In material resources, video equipment has been acquired and brought into use in a number of ways to enhance the program of the school, its evaluation and reporting to the wider community. The Parent Teacher Association (PTA) was dissolved after a survey of parental attitudes to its purely nominal role but this has not adversely affected the school community relationships.

System of Dissemination at Pritchard School

In Pritchard school the primary responsibility for dissemination of research based information falls on the Principal and deputy who have a daily executive meeting before school to consider plans for the particular day and general directions of the school program.

set is one of the document resources which the principal considers and draws to attention of his colleagues if in his judgement the material warrants such attention. The problem for the principal is to choose what to bring forward rather than 'reacting' to the many items which come into the school.

The principal also shows *set* to the weekly full staff meeting of the school and the publication is displayed and left in the staff room for some time. The contents sheet of each *set* is copied for all teachers but specific follow-up is reserved for items which fit the needs of the school at the time the materials arrive. There was no evidence that past numbers of *set* were

consulted when particular issues arose at school and which may have been covered in earlier editions of set.

The set material is perceived as being published for principals to utilize with teachers and only items which can be usefully implemented are discussed. For example the items on streaming were of interest but '... as it is impossible to select students ...' for streams (Principal) there was no point in elaborating on this study of the matter at the school. As a contrast, there was spontaneous comment from both principal and deputy that the ethnographic study ('Meat and Veges' set, 1984(2)) was dramatically realistic and brought back strong memories for former students.

The principal of Pritchard School believes that the reason why it is left to him to take a lead in pointing out research resources was that he and the deputy principal '... had the time' whilst teaching staff were busy on daily teaching tasks. Another factor influencing this direction for information flow in the school was that the senior staff were relatively permanent in comparison with other teaching staff. Younger teachers have opportunities for leadership in teams.

Specific Utilization of set

Pritchard was the only school in this study where specific utilization of set information could be indentified and the researcher was provided with copies of documents created at school by this utilization. It is important to note that this effort by Pritchard staff was not triggered by set. set items on this topic happened to be published at the right time to fit in with a need at school.

Appendix 4 shows that teachers agreed to read the set papers and react to them and that subsequently a discussion was held for staff to specifically follow-up from the points raised by the set items. This was done at a curriculum meeting set aside specifically for the purpose. No other reading was done in relation to this topic as the set information was sufficient in itself. Anyway there are a number of inhibitions preventing teachers from undertaking further reading in connection with any topic.

Some set items were considered to be exceptionally practical and conductive to direct immediate action at a level where teachers are vitally concerned. These may be contrasted to items on class-size for example where there was only a single issue for class room teachers namely 'to try to get groups down to 20 or so students by 'boxing better' in arranging groups for instruction, 'since teachers had little influence on overall class-size

setting' (Principal). This 'size of the learning group' outcome is another example of a set topic which was noted by the principal for the teachers at a staff meeting, but there was no specific follow-up.

Appendix 5 (following) summarizes the outcomes of the classroom organization discussions promoted by the set items. Note that the quite detailed summary is indictive of extensive discussion and an agreement to trial the ideas and evaluate informally among colleagues first, but also at a follow-up meeting after about a month.

Principal's Role

The dissemination activities at Pritchard have five facets as perceived by the principal. First there is the set type material which comes from the principal and must be accepted. Secondly there are ideas and initatives developed by teacher groups. Third, informal discussions among staff have inputs from senior staff 'injecting knowledge' and resource information that they have time to collect. The fourth activity has almost been suspended with the 'collapse' of the inservice education system. This is seen to be a grave problem. Lastly, teachers undertaking further study is of minor interest due to the studies seldom fitting in with the practical work of schools.

Deputy Principal's Role

The deputy principal interviewed took particular responsibility for the operation of the resource room in the school. There is no budget for the acquisition of professional materials for teachers but funds can be taken out of the textbook grant if desired. The deputy principal was of the opinion that teachers seek specific content resources to teach with, and that philosophical materials are of less interest. Nor do teachers have time to read for solutions while engaged in daily teaching. Where set is displayed in the staff room the pamphlets are rarely taken away to read - but 'are flipped through during the coffee break or over lunch.' (Deputy Principal)

The Gazette is perceived as a very important mechanism to draw to teachers attention the availability of resources.

Overview

set utilization at Pritchard was higher than at any other school in the present study. Recent detailed utilization was focussed on a group of items

dealing with a very practical problem which the school administration had identified as such shortly before the publication arrived with appropriate information.

set is generally read and items promoted when judged appropriate, by the Principal and Deputy Principal of the school. A strong element of 'gate keeping' by the administrators was evident in a hierarchical structured organization.

The relatively elaborate utilization of *set* by the school could be used by the publishers of *set* to demonstrate to readers how follow-up of *set* items might be arranged.

Case Study No. 3
Williamstown Intermediate School

Williamstown Intermediate School is the name we have chosen for a school visited in this study which was not one included in the ACER Staffing and Resources Study (Ainley et al., 1981). It was added to the present study due to a particular contact with a member of staff at the school. As this contact was thought likely to facilitate access and information for the study the school was included even though we do not have for it the detailed background descriptive profile which is available for SARS schools. On a one day visit it was difficult to obtain a comprehensive range of data into the context of which can be placed that which was discovered about within school dissemination. However, some general outlining follows about the facilities and human and material resources at Williamstown.

Conduct of Case Study

The researcher and assistant met and had discussions with the principal in the first instance. He arranged for a conducted tour of the school by the Second Deputy Principal and a detailed discussion with the Senior Deputy Principal.

We were fortunate to be invited to attend (and later to participate in) one of the regular school staff meetings which are held every week. Immediately upon arrival at Williamstown the researchers were queried regarding the appropriateness of inclusion of the school in the sample because the school did not subscribe to *set*. There was little difficulty in convincing the principal that much could be learned about within school dissemination from a school which did not get *set* and there was no hint of the researchers being unwelcome. So the work went ahead with full co-operation.

During the course of the day of data collection it was discovered that the school did indeed subscribe to set and furthermore that the most recent two issues were in the principal's bookshelf.

This discovery (taken in good humour by all concerned and freely confessed by the principal to all teachers at that day's staff meeting) is indicative of the problem for set of making an impact on the first reader such that immediate action is taken to utilize.

Overview of Williamstown Intermediate School

Williamstown School is located in a provincial centre of a fairly isolated area in New Zealand. There is a limited amount of extractive industry exporting from the port and hinterland primary industry to support. The community, including the school community feels isolated and resource deprived but this could be imagined rather than real as the town looked good and the school buildings and surroundings showed a fresh conservative modern approach.

The school caters for about 400 students and this is a steady enrolment figure. Accordingly, the staffing at 18 full-time teachers and one part-time teacher's aide is also steady. In addition there is a school secretary, caretaker, dental nurse, speech therapist and the school base for a visiting teacher. The school is well equipped for books, sporting and other equipment, copying and office/production equipment and so on. Community support for the school via the provision of funds, personal support and general interest were all good.

The teaching staff were interested, very competent and committed to helping their young charges to develop to their full possibilities. Team teaching in four teams, each of three teachers plus subject specialist (secondary) teachers for Home Economics and Technicrafts, was the basic organizational mode of the school. A special feature was that composite grades had been created by merging Forms I and II students. This arrangement had been negotiated for trial with teachers and parents from an initiative of the principal and senior deputy principal. There had been little difficulty in introducing this change and although the evaluation was not complete at the time of this study there was every indication that the innovation was a success for teachers, parents and students.

The administrative style was largely democratic but with ultimate authority resting with the principal. A good deal of responsibility and

authority had been delegated throughout the staff and a special effort had been made to set up a system of professional accountability.

Although the physical facilities of Williamstown were well maintained and generally functional they did not facilitate the team/unit teaching approach in use. However, difficulties in this regard had been overcome or were tolerated with only minor limitations on what would have been desirable.

Integration of Special Class Students

A feature of Williamstown Intermediate School's organization was the integration of students with handicaps into the regular classrooms and program. Although there had been a few (unspecified) problems initially the teachers and parents were very happy with the success of this idea. The researcher pointed out that *set* had carried an item on integration in the most recent issue and would be happy to provide a copy. This turned out to be unnecessary as mention of this prompted recall of the location of *set* in the school, namely on the principal's bookshelf.

Management of Information/Resources

All mail and other incoming materials to the school are passed by the secretary to the principal who routes it to appropriate people for actions. As an example we may follow the *Building Self Esteem Kit* (NZ Ed. Dept.) which had recently been distributed to all schools.

The principal had been alerted to the forthcoming arrival of this publication by a letter (Appendix 6) mailed in September, approximately 2-3 weeks ahead of the arrival of the kit. No mention was made of any specific actions taken by the principal as a result of this letter.

When the kit arrived the principal examined it and immediately thought to pass it to the teacher in charge of Health Education. As there was some doubt whether it should go to the Social Sciences teacher it was shown to both and as there was a current program in self esteem in the social science units it was immediately utilized in that work.

Fortunately for the school (especially the health teacher) an extra kit was found to have been sent to the district speech therapist who uses Williamstown school for an operational base. This copy found its way to the Williamstown Health Education Co-ordinator.

Obviously, no specific comments on the dissemination of *set* information could be gained in interview but equally obviously the 'system' for items not

of immediate interest entailed shelving for future actions which in the case of set did not eventuate.

The professional library at Williamstown was located in the staff room but note that set was not stored there. No periodicals were subscribed to for the professional collection which consisted of mainly curriculum related source books and a few oldish general education texts. Use of the staff room professional library was not great, especially for professional texts. There was a little use of the curriculum related materials according to the deputy principal. Trades teachers at the school keep up-to-date with trade journals but other teachers seem only to read the NZEI Journal 'National Education'.

The deputy principal indicated substantial use of the School Library Service for books for student/class use or for personal professional reading. She also indicated that the School Library Service had provided support and assistance in the systematic classification and preparation of the Williamstown school library. Selection of titles to acquire for the school library is a responsibility of the senior deputy principal who uses lists of reviews and book notices etc. to become aware of appropriate titles. The National Library booklist can be used by teachers to suggest titles or the deputy principal will draw attention to certain items.

Principal's Comments on Dissemination of Professional Information

Since general funding of in-service education work had recently been cut, the activities of the In-service Co-ordinating Committee had been restricted. However, the principal (who was a member of the In-service Committee) indicated that there had been a high level of follow-up by teachers attending in-service. Specific examples within the school were indicated to show this utilization and how it had fairly wide effects in the school.

The lack of release time for teachers to attend in-service education courses has led to formation of efforts to construct a group of resource teachers drawn from various areas. These people return to their home districts to decentralize the onward flow of information as 'change agents'. Examples are the formation of the Language Liaison Teachers Group and the Mathematics Liaison Teachers Group. One 'liaison teacher' had recently travelled with the Rural Adviser, sharing the vehicle on a scheduled trip to save costs. (A Rural Adviser is a senior education officer who travels widely assisting teachers in small schools particularly.)

The principal commented that the commitment to follow-up in-service education to demonstrate some benefit from the investment in it perhaps contains a lesson to the publishers of set.

The town in which Williamstown is located supports one of the unofficial educational resource centres operating in various parts of New Zealand. This centre is housed in spare facilities of the Department of Health where the Rural Adviser and the Educational Psychologist is based. The unofficial centre (which we were unable to visit due to time constraints) contains a teacher resource room which is apparently heavily used.

Specific Comments on set

During discussions on the provision and utilization of professional information, the principal of Williamstown Intermediate commented that the education industry was particularly bad at promoting materials, tending to think that it was sufficient simply to publish/create a new product and leave it at that. At best a circular would be sent to schools. He said, 'Principals are notoriously bad people to circularize'. And further, '... (it is a) problem to get it across that (principal's) desk!'

The principal had seen set and believed it was of great value however he was uncertain of the extent of its coverage or its frequency. He expressed doubt that there would be time to utilize set.

In the context of promotion, the question was raised about the extent of NZCER and ACER promotion of the publication. The principal and deputy principal both indicated that the researchers' visit had heightened their interest in the material and they recommended that NZCER/ACER adopt some features of the liaison teachers effort for school contacts leading to uptake of research.

Most materials delivered to schools are not effectively promoted and delivery is often with the general cleaning requisition or at best lacks follow-up support. In contrast the example was cited of how an enthusiastic local teacher had launched a science unit in each school in the district and how this had resulted in a high level of uptake of the material.

Staff Meetings

Generally there is a staff meeting each week. Business alternates each week between curriculum matters and administration matters. The meetings are run by senior teachers in rotation and records are kept of decisions taken.

On the occasion of the researchers' visit there was a meeting scheduled and we were invited to attend and to participate by giving a short information session on research and set. The particular meeting was devoted (apart from the input of visitors) to matters of school administration, principally use of the school camp facility.

set Items Suggested

During the course of data collection the researchers asked all respondents individually or in groups to suggest topics which could usefully be covered in future sets. The following were suggested at Williamstown:

- Organization and operation of school libraries
- Computers in schools
- Planning teaching units
- Integration of Maori education
- Administering the office of a school
- Outdoor education

The teachers and administrators at this school all asked that an index to set be provided in a form that permitted them to readily obtain documents relating to problems that arise at school. They indicated support for the issuing of index cards such as came with the Building Self Esteem kit. (For this kit the New Zealand Education Department had published a standard sized 3" x 5" drilled card with library tracing information.)

Summary of Outcomes of Case Study

A continuing thread running through the observations made at this school is the need for more activity by the purveyors of research especially at a person to person level if uptake of set and the information it contains is to occur. The impact of set is limited when it is merely mailed to schools. NZCER/ACER need to promote the information in set quite heavily and provide encouraging entries into the bank of information in the publication. The key appears to be in giving people a personal reason to relate to the work through involvement in a network of liaison persons.

Case Study No. 4

Manton High School

We have chosen to call the only high school included in this study Manton High School after the late Professor Guy Manton of Gruyere (Victoria) who had a connection with the area in which the school is located and with the researchers. Manton High School was selected for study because it is located conveniently on the route between two other schools in the study; Williamstown Intermediate and Mansfield Primary School (from the ACER Staffing and Resources Study). Arrangements to visit for one day were made by the NZCER.

School in Context

Manton High School is ten years old and the foundation Principal and 60% of the original staff are still at the school. It is a Form 1-7 high school taking students from age 11 through to age 17 for university Bursaries level. The relationship of the various parts of the New Zealand Education System showing where Manton High School fits in is displayed in Figure 2.

Manton High School replaced a District High School of some 126 students and in the last 10 years has educated 99 young people through to Form 7 level.

Size of School

The school caters for 360 students who are largely brought in from surrounding town and rural areas by bus (70%). There are 20 teachers plus ancillary staff. The school is located in a tourist town of some 3000-4000 population and this results in some itinerant students (approximately 19%) and quite a large number of visitors to the school either individuals or groups.

Methodology of Case Study

The researchers spent two and a half hours interviewing the Principal of Manton High School, one hour in discussions with the Librarian and Assistant Librarian and a little time with other teachers. In the time available it was not possible to interview any subject heads in the school and this proved to be a problem. All discussions were recorded for detailed analysis later.

Although school visit checklists for general use with principals and librarians were prepared and available these were used only to check coverage of items of interest, not to restrict those in the interview situation from discussing anything thought to be relevant by those participating.

Pre School Below 5 y.o.			Kindergarten Formal Trained Teachers		Play-Centre Parent Control Parent Teachers	
Primary 5-13 y.o.	Junior Classes	-	Age 5 6			
	Standard	1	7	Non-decapitated Primary School	Area Schools	Correspondence School
		2	8			
		3	9			
		4	10			
Intermediate School 11-12 y.o.	Form	1	11			Form 1-7 High School (Manton)
		2	12			
Secondary 13-15 y.o. (Compulsory)	Examinations Education Dept.	3	13	Examination University		
	School Cert.	4	14			
	6th Form Cert.	5	15			
	Higher S. Cert.	6	16	University Entrance		
		7	17	University Bursaries		

Figure 2 New Zealand School System Showing Manton High School

Physical Premises

The school has relatively newly designed and erected physical premises (5 years old) with the usual New Zealand high standard of grounds and building maintenance. The material resources of the school were adequate for its task although library facilities and book/resources stocks have only been developed in the last four years.

Management

Manton High School has associated itself for funding and management services with the District Board rather than seeking fully independent status. Accordingly, it has a Committee of Management comprising eight elected parent representatives, one elected teachers representative, one representative of the District Education Board plus the Principal as chief executive officer. This committee acts under authority delegated from the District Board. Funding is by national percapita grants. The District Board office provides architectural and accounting and other services for the school for a small fee.

Administration Structure

The administrative structure of Manton High School is a traditional subject departments organization with the Principal delegating responsibility for detailed organization for each subject to those areas. Classes are also organized on traditional lines. Extra-curricula activities are constrained by the necessity for students to depart in buses each afternoon. Therefore there is an elaborate out-door education program for organized out of school activities. Other sport etc. must be contained within the normal time tabled day.

Staff Meetings

Because of the small size of the school it is still possible to involve the whole staff in a daily briefing meeting which is used for general announcements and integration of activities across the various subject domains. After school full staff meetings are held as need arises. In addition heads of subjects and the Principal and Deputy Principal meet to discuss the running of the school. At some of these meetings, the Principal encourages teachers to take professional refresher courses, summer schools and the like. Some short courses are taken at the COED teachers centre in a nearby town (the relationship of COED and Manton High School is discussed

later). However, most in-service courses attended by staff are organized by a regional committee set up by the Education Department.

Dissemination System at Manton High School

Subject Departments

As the school is organized along traditional subject department lines dissemination of information is related to the various subjects taught and those subject departments. Thus heads of departments are given an annual allocation of funds from the Committee of Management for purchase of resources, textbooks, etc. This pattern of organization has serious implications for the utilization of set in the school and this will be discussed later.

Principal's Methods

Book buying. The Principal of Manton High School buys books on education, mainly from NZCER. He responds to circulars of information about new books published by the Council and others and he places such notices on the staff notice board to encourage others to read. Another important source of information on professional books are the advertisements in the PPTA Journal which goes to 98% of secondary teachers in New Zealand (Manton High School Principal).

Summer schools and subject association conferences. The Principal also promotes by example and by noticing and commenting at meetings of staff, the summer schools available for teachers. A wide range of summer schools courses is available through Otago University Extension Unit. (See List A) Occasionally members of staff attend courses or seminars organized by more northerly universities also.

List A

OTAGO Summer Schools Programme (1984)

The following schools are offered in this program:

32nd Summer Art School

The Human Figure

Stained Glass

The Painted Townscape

Relief Printing

A Creative Approach to Watercolour Painting

Creative Graphic Techniques

Fabric Art

Exploring Composition in Mixed Media

Classical Greek for Beginners

Sharing Cultures: A Marae Experience

Alpine and Grassland Ecology

Seals and Seabirds of Otago

The Importance and Management of Trees in Home Gardens and Urban Landscapes

Project Planning and Control

Medical Risks of Life: What They Are and What You Can Do to Minimise Them

Creative Writing: Fiction, Drama, Poetry, Feature Writing

Choral School

South Island Jazz and Stage Bands Summer School

Photography

Suzuki Method for Piano

Woodturning (introductory course)

Craft Woodturning

Restoration of Old and Antique Furniture

Appreciation of Antiques

Ecological Studies from Coast to Subalpine

Fly Fishing

Otago Golf School

The Third 60Plus Learning Program:

Getting Started in Drawing, Painting and Artwork

Study Interests in the Living Environment

Branching Out with Embroidery

Photography -

How to Get the Best Out of Your Camera

Mail Handling

Principal's role. The Principal of Manton High School collects and opens all incoming mail (unless it is specifically addressed to a member of staff by name or position). Mail is sorted and allocated for attention of various staff according to their responsibilities.

set. set is put aside with other similar materials to be read by the Principal. The reading of such documents is done over lunch times because the Principal remains in his office to be available for students to contact him. (The need for this arrangement is due to the high proportion of

students travelling by bus and therefore unable to make contact before or after school, or at home at night).

Collection 'to be read'. A typical collection of material held back by the Principal 'to read' would include: (Items 1-7 are from actual sighting of the collection current at the time of the visit).

1 A lengthy report from the Education Department
2 Notes on Cricket Wicket Preparation
3 The Rotarian
4 PPTA Annual Conference Report
5 PPTA Newsletter
6 PPTA Journal
7 Education Facilities as Community Resources Document
8 set (although the Principal could not recall having seen the most recent issue and had only a vague idea of how often he might expect to see set.)

Circulation or storage. After reading, the materials where appropriate are passed to the library. However, NZCER publications other than set are kept in the Principal's office. set and other professional material which goes to Manton High School library joins the professional collection held in the library work-room. The Principal was dubious about how much teachers would be using the professional collection. His reservations were confirmed in discussion with the librarian who pointed out that even if teachers wanted the material they did not have a key to her room and therefore would have access only during her part-time attendance.

Role of Library

Establishment

Manton High School created a library by allocating 'spare' room space in its early years of operation before moving to its new premises where a specific library room was provided. Like other schools in New Zealand, Manton makes extensive use of the services of the National Library of New Zealand School Library Service. Manton High School borrowed 824 books from the School Library Service in 1984, making it the heaviest user in the region.

Staffing

The librarian at Manton High School has two afternoons each week relieved of her regular teaching duties so that library work can be done. In addition a library assistant is employed for 17½ hours per week (plus lunchtimes for

student benefit). Neither has library qualifications. With this level of staffing and the belief that catering for the needs of the student population takes precedence over teachers professional development needs, it is not surprising that scant attention is paid to the teachers professional library.

Budget

Manton High School Library has a budget of $1600 for 1984 (up $600 on the past two years). This allocation is also to cover costs associated with operating the library such as book repairs, stationery, etc. An employee had been obtained earlier under the government's PEP (employment of unemployed) Scheme, and this had allowed the original volunteer handwritten catalogue cards to be typed.

Scope of Collection

The collection in the library does not include teaching resource materials as these are stored in the subject department areas. If staff were available it is considered that it would be desirable for these materials to be at least centrally catalogued. The lack of staff to adequately catalogue materials in the library is serious and efforts are in hand to apply for Department of Labour funding for a short-time appointment in this area. The cataloguing of teachers reference material such as set has no priority since staffing is inadequate to keep up with the student collection. Accordingly, the teachers' collection is uncatalogued and likely to remain so. Needless to say the librarian was very supportive of the provision of catalogue cards for set.

Use of the Library by Teachers

Extramural studies. Teachers use the library at Manton High School when taking extramural subjects as a way of obtaining books on classical subjects but they do not expect to find nor do they seek, help in obtaining books on education or psychology. Teachers tend to use the library for material for their own recreational reading but seldom for professional work. Teachers do not use the library extensively for any purpose.

Librarian's role. The Librarian plays no role in supporting the staff's professional needs mainly because of lack of time but also because this is not perceived as her role either by teachers or herself. However, the principal seems to assume some active role for the librarian since he sends to the library the professional resources that arrive at school.

Notices to Heads of Departments. The librarian informs subject teachers when new student book resources are obtained and also when she locates resources which she thinks may be worth purchase. The library also responds to the requests of staff for various titles.

Reviewing and selecting. Reviewing magazines and notices from publishers are systematically scanned by the librarian for books which may be suitable. These are then obtained either 'on approval' from bookstores or publishers or borrowed for a while from the School Library Service. Publishers representatives sometimes arrange book displays in the staff commonroom but teachers and librarians are cautious about these, fearing impulse buying may distort reasoned acquisitions. Such book displays seldom include many professional books for teachers, concentrating on student books and classroom resource materials.

In-Service Education

Teacher Only Day

Once a year Manton High School, like all New Zealand state high schools, has a 'teacher only day' for professional in-service education of all staff. For this the Principal attempts to encourage an 'across the school perspective' to break down the tendency to isolation and subject department empire building. Within school in-service education to utilize the single day per year that is available is considered much more valuable than going outside the school where relevance problems develop and long distances to travel '... rob something from the day' (Principal).

Teachers Centre

Although fully supportive of its work the Principal of Manton High School indicated that he and his staff seldom used the regional education centre (one of three official New Zealand centres). Problems of geography were cited as the principle reason for this lack of use of a facility that was recognized as worthwhile. (The centre is 120 km distant via two gorges frequently iced up in winter. The town in which Manton is located has equally good shopping facilities as the one where the education centre is located).

Short Courses

Some staff have undertaken short courses conducted by Central Otago Education Centre (see separate report in this study). The centre was perceived as being

mainly primary oriented but none-the-less useful especially for smaller country schools.

Specific Comments Relating to set

Non-Use of set

Although Manton High School receives set the publication makes little impact and is not utilized effectively. The principle reason seems to be that set does not easily and obviously fit in with the subject dominated organization of the school. This is exacerbated by the delegation of set to the librarian who has insufficient time and support to spare set anything other than cursory attention.

Subject Orientation

Both the principal and the librarian indicated that if set were provided with subject oriented contents announcements such as

'English in this Issue'

'Maths in this Issue' etc.

then utilization might be increased. However, the librarian felt reluctant to break set up into its parts unless she had the material catalogued separately - and th re was no facility to do that prior to say filing in a 'vertical file'.

Promotion at School

Neither the principal or the librarian had taken it upon themselves to attract staff attention to set (e.g. by pinning up the contents sheet) nor did they think to copy the sheet for distribution to heads of departments. In the case of the principal this was partly because he believed in allowing teachers to exercise professional responsibility and freedom and to therefore use the library if they wished. As we have seen however, teachers generally did not use the school library in this way.

Location

set is in the school library because the principal could not refer it (under his system of allocating mail/resources) to a subject. The librarian in turn is unsure about utilization of set, but recognizes it was valuable - so not to be scattered about in its parts. Thus the librarian was very keen to see NZCER/ACER help with indexing and subject oriented notices to make the content known. Recent set information on computers for example would have been most valuable (according to principal and librarian) but no one showed

it to the 'integrated studies teacher' who has been given the school computers to utilize.

Topics for set

The principal and librarians at Manton High School were prepared to suggest a few topics which might be included in future sets. They were:

Internal Assessment in Secondary Schools;
Advantages of Falling Rolls, Smaller Schools;
Co-operation in Education, with a Consensus Approach;
Adoption of 'Needs Based Staffing';
Tertiary Entrance Examining.

Summary of set at Manton High School

Overall set at Manton High School almost completely unused and the situation can be summarized by quoting the librarian who said,

> We definitely do get set (the principal wasn't sure the school was still getting it) but no teachers use it. But that's my fault as much as anything, I'm just too busy to spend time on it.

The librarian also asked what NZCER wanted done with set anyway, an indicatio that guidance from the publisher would be acceptable, indeed is necessary if set is to realize on its potential.

Overview

set in a High School

This is the first study of set utilization in a traditionally organized secondary school where subject department influences are strong. Clearly set does not fit in with this environment and much needs to be done to foster utilization in such a situation. Even more than in other circumstances there is a need for specific action by school people when a packet not organized by subject categories is received into a school operated along these lines. There are opportunities for the set project sponsors to assist such schools to utilize the materials but in addition outright promotion of the need for uptake of set and ideas on how to go about that would be welcomed by schools.

Provision of Professional Information

In Manton High School provision of professional information for teachers falls between the principal and the librarian. The former takes responsibility for his own development and encourages a similar professional

attitude in his staff. He takes a balanced role in promoting uptake of research and this does not entail giving set undue prominence. Further study could reveal that subject heads of department may be encouraging their colleagues to introduce innovatory practices based on research. Further work will be required to elaborate this aspect and this could usefully include a comparative study of other secondary schools also subscribing to set.

Case Study No. 5
Mansfield School

Selection of Mansfield School

Mansfield is the name given to a primary school included in the ACER Staffing and Resources Study (Ainley et al., ACER 1982). This school was revisited in the present study so that the basic data and description of the school from that study could be built on to elaborate on dissemination strategies at the school, particularly in relation to set: research information for teachers.

Conditions of Study

As detailed below conditions have changed drastically at Mansfield along two particular dimensions, enrolment and consequently staffing and physical premises and consequently operations of the school. The former of these imposed a special constraint on data collection because the school no longer has a non-teaching principal. Accordingly, discussions with the principal had to be conducted speedily so that he could return to teaching duties as soon as possible. Other teachers interviewed were relieved of class duties by their colleagues 'doubling up' so again time pressure existed for these interviews. In addition it was noted that the principal was to sit his final university examination on the day following the visit of the researchers and the afternoon of the visit had been set aside for sports trials for the local district interschool sports the following week. Accordingly, there was no possibility of following up points raised in discussions where this may have been desirable. Despite these constraints a very profitable four hours was spent at Mansfield with an enthusiastic and co-operative seven teachers.

Changes at Mansfield Since 1980

The ACER Staffing and Resources Study was based on data collected in 1980 and by October 1984 when the present study was undertaken quite important changes had occurred to the school.

Enrolment and staffing. The enrolment of the school in 1980 was 216 and this had fallen to 190 in 1984 bringing with it a change to the classification of the school for staffing purposes. Thus, together with a reduction in the number of teachers from 9.5 (1980) to 7 (1984) the school lost the previous principal and also the position of non-teaching principal. It is now one of the larger non-teaching principal full primary schools in New Zealand's system, which results in some disadvantages compared with being one of the smallest schools with a non-teaching principal (in 1980). Tables 2 and 3 give details of the enrolment at Mansfield in 1984.

Experience of staff. The staff at Mansfield have generally become less experienced between 1980-1984 and the STJC (Senior Teacher of Junior Classes) and the deputy principal was a young male teacher. Half of the teaching staff had up to 6 years teaching experience.

Remodelling of buildings. In 1984 the school was extensively remodelled with th. Education Department spending $110,000 to lower all ceilings by 4 feet, construct a flexible space/open plan facility, carpet the school throughout, refurnish, repaint and install a complete central heating unit. The result is a tastefully restored and functionally re-established school building rich in resources and facilities supportive of a modern educational program. The acoustic and other problems identified by Ainley et al., have been completely removed.

Community support. Although the school has had major staff changes and physical rejuvination its community support basis continues to be strong. There are still many working parents (as opposed to farmers and single income families) yet the principal reports a good attendance at sports days and financial suppo also.

Organization of classes. Basically the grouping of children into grades and classes is as reported in the 1980 study but the workings of various combinations of grades, etc. is facilitated now rather than impeded by the physical premises. Specialized space for a library and resource centre for joint use is also available. Table 2 shows the groupings of students for instruction. One special feature exists in parallel groups for Form 1 and 2 students. As the principal says:

> Normally in a school of this size you have a Form 2 and a Form 1 and a Form 1 and Standard 4 but what we do is to parallel our top two classes so we have Std 4, Form 1 and Form 2 in both classes. We have a lot of interchanging (facilitated after remodelling). In a few minutes we'll change over for reading. Now that's normally in New Zealand only done in the infant area.

Table 2 Enrolment Mansfield Primary School

	1984			1985 Projected
	Boys	Girls	Total	
Form 2	17	11	28	31
Form 1	16	15	31	22
Std 4	11	11	22	28
3	19	9	28	24
2	11	13	24	21
1	8	13	21	15
Junior 2	7	8	15	9
1	6	3	9	12
New Entrants	6	6	12	14
	101	89	190	186

Table 3 Arrangement of Groups and Grades Mansfield Primary School (September 1984)

Room 1	NE Girls	6		
	Boys	6		12
Room 2	J1 Girls	3		
	Boys	6	9	
	J2 Girls	8		
	Boys	7	15	
	S1 Girls	13		
	Boys	8	21	45
Room 3	S4 Girls	1		
	Boys	2	3	
	F1 Girls	8		
	Boys	9	17	
	F11 Girls	6		
	Boys	8	34	
Room 4	S4 Girls	3		
	Boys	3	6	
	F1 Girls	7		
	Boys	7	14	
	F11 Girls	5		
	Boys	9	14	34
Room 5	S3 Girls	5		
	Boys	14	19	
	S4 Boys	6		
	Girls	7	13	32
Room 6	S2 Girls	13		
	Boys	11	24	
	S3 Girls	4		
	Boys	5	9	33
				190

Library resource centre. Mansfield Primary has a very actively vibrant library and resource centre despite the usual (for New Zealand) lack of staff provision for this function. By a combination of keen staff (STJC and two others particularly), a supportive principal and some voluntary help from parents, the library resource centre is a very active learning and displaying feature of the school. It looked well used and quite well stocked with resources considering the funding level of $78 per month and a mere $110 p.a. for the free text book grant.

Dissemination of Professional Information at Mansfield School

Principal's Administrative System

Mail handling. All incoming mail is opened by a clerical assistant who sorts documents into categories; accounts (top of pile) grading down to 'round file' type material including catalogues on the bottom of the pile. The principal stressed that a good deal of announcements type material and catalogues are consigned to the 'round file' which is a euphemism for the waste paper bin. This principal was generally sceptical of the value of mail order catalogues due to his preference for dealing with bookshops The principal spends half of each lunch hour going through these papers. He takes 'things of interest' to teachers in the staff room on the same day during the second half of the lunch hour.

For resource materials (such as Building Self Esteem kit) the principal sometimes displays the materials in the staff room but more likely refers each to the teacher in charge of resources. There are some problems in this aspect of the dissemination system for, as noted below, if the resource teacher does not take a follow-up action and the materials are not catalogued then they can escape the attention of other staff who could be concerned.

Staff memo. The principal types (personally) and distributes to his staff and teaching colleagues a weekly Staff Memorandum (refer Appendix 7). This is not a common practice in New Zealand schools apparently but a check with two other teachers at Mansfield showed it to be acceptable to them. The principal attributed this particular procedure to his experiences for 12 years as STJC under eight principals whose techniques ranged from 'reading all the mail out every day' to 'telling you nothing at all'. He believes that a simple circular keeps everyone reminded of events. He also circulated 'official information' by a routing technique when new regulations etc. need to be noted by teachers.

Meetings. A staff meeting is held every Tuesday for notices and general organization. Some of these are given over to professional work of a more extensive kind. At the beginning of each term senior staff gather to work out the program of work for the term.

Advisory teachers. The size of Mansfield School has an effect on the number and method of advisory teacher visits. Schools of five staff or fewer are served by regular visits (unsolicited) of the Rural Advisor but Mansfield size schools must invite advisors. As it happens the district Reading Advisory Teacher was on a LARIC Course anyway and so was not available to invite in 1984. Advisory teacher's play an important role in recommending resources of course.

Spell-Write - A Case in a Case

The principal of Mansfield Primary School had made a particular study of teaching spelling in connection with his degree work. His comments on Spell-Write are useful in understanding the network for delivery of innovations and materials in New Zealand.

Trigger for Interest

Spell-Write was supplied to Mansfield by a local bookseller who provided a complimentary copy of the Teachers Manual. The material proved interesting and is progressively replacing the old materials as new pupils books can be afforded.

Advisory Teachers Not Used

The principal was surprised that NZCER seemed not to have used advisory teachers to disseminate information about Spell-Write as a recommendation from such would have triggered almost immediate adoption.

Spell-Write Availability

When studying the teaching of spelling for university work the principal was frustrated to find no copy of the work at either the university (Massey) nor did any Palmerston North bookshop have the Teachers Manual. He also commented that a retrospective search of set was relatively unrewarding be ause set has had few articles on this fundamental teaching topic.

Specific Comments Regarding set

The principal and two teachers at Mansfield were specifically questioned about set. The school was a subscriber and everyone seemed to know that at least.

Principal's Comments

Mansfield's current principal has been studying for his university degree for the past 10 years on a part-time basis with Massey University so he confessed a high personal interest in set. The publication had been useful during his studies on a number of occasions.

After perusing the contents of set the packet was deposited in the staff room sometimes without comment but sometimes items would be singled out for comment. Recent examples which come to mind were:

Streaming - quotes read to staff

Meat and Veges - 'delightful'

Rows versus Tables - discussed in detail

The opinion was expressed that sometimes there is a worry that the material may be reversed by later findings so '... one can't put too much faith in it'.

The principal was dubious whether anyone would change because of set and cited the local high school engaged in streaming as an example. He thought they would continue regardless of reading '... what the research says'.

set at Mansfield is stored in the staff room together with the Education Gazette and New Zealand Education Institute Newsletter. There was no evidence these were ever consulted after the first perusal on arrival. In a subsequent interview it was noted that the interviewee had never looked into set and did not know what was inside the packets (even though she was most interested when shown a couple of recent items relevant to her interests).

A Teacher's Comment

The following quotation from the teacher nominated for In-service Education on Schools Without Failure indicates how set unpromoted has little impact. There are a large number of publications which come into a school which teachers should know about but a busy professional can only pay attention to some of them.

> I think I can speak generally for teachers, so much comes into schools that unless it is brought to their attention then nothing happens.

The same teacher observed that the local NZEI group could notice set more actively to promote its use.

Another Teacher's Comment

> ... set comes and sits (on the staff room rable) but anything else that comes into school, B_____ (Principal) will put a note down or it comes out in the weekly memo or something.

The principal made set generally available for professional uptake by teachers but it was left to their discretion whether they took any action or not. Apparently some other incoming materials are specifically directed to teachers attention.

set Topics Suggested

Only two items were suggested for future content in set by this group of teachers:

> 'Sex Education in New Zealand Schools' and 'teachers who can't get promotion because of falling roles'.

In-service Education and Follow-through

In Staffing and Resources Study Case Study No. 13 (Sturman, 1981) the District Inspector is attributed with having made the point that Mansfield teachers '... were frequently involved in activities that assisted in program development. Examples were the classes for teacher sessions (a regional based in-service program) ...'

The present situation is that although the principal and staff are very supportive of teachers going out to courses the in-service education program has been drastically reduced as an economy measure in education, nationally. In passing it is appropriate to observe as did the principal that there is no official teachers resource centre in the Mansfield district (cf COEC report, part of this study).

ISE Activities

Despite the restrictions, in-service education is still a major part of the professional information network for Mansfield. Two particular cases will exemplify the situation. The first example concerns the acquisition of knowledge and skills regarding Process Writing, the Graves approach. The Principal and staff went to a regional IRA conference at which workshop sessions were offered looking at the Graves approach. Five of the school staff then attended evening courses organized by the local In-service

Committee under the organization or heading 'Classes for Teachers'. These were held in Baluca (13 km away) for five weekly evening meetings from 7-9.30. The school then used some staff meetings and the Teacher Only Day to look at and decide how they would use this approach in the school.

Clearly the model of dissemination is still top downward from Regional ISE Committee programming for teachers but we should note the local input to the committee to shape its offerings too. The second example of the continuing importance of in-service also shows how the staff have accommodated to harder times in this matter. The principal and staff have negotiated utilization of the six available release days, for which days a relieving teacher may be hired to replace a regular teacher away on an official course. A teacher has been nominated to attend three days of in-service at a local centre. This teacher was expected and has made an effort to relay her learning or some of them to the staff who remained at school. In-service courses now available under restricted funding are programmed for each teacher who attends to go back to a school and disseminate the new knowledge to the staff. To quote the principal, 'She has to bring it back into the school.' In later interview with this teacher there seemed no hint that she was at all unwilling to bring the knowledge back (see SWF below). Another teacher emphasized that schools need principals who will let staff follow-up what is learned at ISE.

SWF and BSE

These are the acronyms respectively for Schools Without Failure and Building Self Esteem - both produced by the New Zealand Education Department. Earlier sections of the full report on 'The Utilization of set ...' have mentioned both of these productions. The former is a set of four kits of study materials for teachers covering:

School Climate
Self Esteem
Evaluation Processes, and
Group Work

These kits are bought by schools participating in the work for NZ$10 for the set of four. It appears they are only available to teachers attending the ISE course and who are to network the information onward to others.

As mentioned above Mansfield staff had arranged for one of their number to attend the two full-day sessions on SWF and then the one-day follow-up after application of the materials at school. Mansfield staff had set aside

five staff meeting sessions 3.00-4.00 p.m. for Judith (teacher who attended SWF) to pass on her knowledge after the two-day session. Judith confessed some trepidation at this role at first but she relied on '... the material to be the expert ...' and had few problems as a junior teacher presenting to oth rs.

In the time available it was only possible to cover one of the four SWF kits so Judith chose 'School Climate' because she felt that Mansfield's had changed with changing staff and therefore the material would be particularly relevant. Judith was worried that the innovation would not be sustained if she left the school feeling that the '... boxes will sit'. (She has no plans to leave but expects not to remain for a long time for various reasons.)

It is interesting to observe that Judith was unaware of the BSE kit which had recently been delivered to the school although clearly it was related to one part of the SWF work (but not the one she chose to relay at Mansfield). This situation arose from the resource materials system in the school whereby the principal gave to the resource teacher the BSE kit. The kit was given to the resource teacher because it was seen to be part of the new health Scheme and as this teacher had been to a course for this she was the logical recipient. She in turn was so interested in it she held it for immediate use in the social studies program for her class. Judith had not been told by the SWF instigators that a BSE kit would be published to help operationalize the SWF Self Esteem teaching ideas. This is a pity for it shows lack of capitalization on the networking possibilities of the SWF participants.

The BSE kit's arrival in the school had been flagged by a letter from the Education Department but this letter did not prove to be closely keyed to BSE to fix the link to it in the minds of busy teachers. The Mansfield recipient of the kit had not seen the letter as this was filed by the principal.

Overview

The brief visit to Mansfield Primary School proved most informative in relation to set and other dissemination networks operating for teachers. Important changes to the physical premises and to staffing at the school had not adversely affected the program in which continuity has been maintained.

Dissemination of information within Mansfield School is similar to that found in similar schools elsewhere but the principal's staff memorandum was a

useful addition. The determination of the staff to profit from the reduced in-service education opportunities was important but still revealed a few problems meshing in with school based work on allied topics.

set although personally of value to the principal had a disappointing utilization in the school although no worse than in most of the situations studied in this research.

An interesting case of networking of information was revealed by comments relating to Spell-Write.

CHAPTER 3

VISITS TO OTHER INSTITUTIONS

Discussions with Academic Staff at Auckland Teachers College

Introduction

set is expected to be used by academic staff in universities and colleges engaged in teacher education as a vehicle for disseminating their own research study results and as a teaching aid to assist students to study and discuss topics which appear in the curricula of particular teacher education courses. Accordingly it was considered essential to visit at least one university and teachers college to enquire regarding utilization of the publication and to elicit ideas and suggested improvements for the future of the set project.

Auckland's teachers colleges were therefore suggested as appropriate for a study of utilization and also visiting these institutions permitted some editorial contacts and negotiations on behalf of the General Editor at NZCER.

Arrangements to visit for the best part of one day were made from NZCER by telephone.

Amalgamation of Primary and Secondary Teachers Colleges

The two teachers colleges in Auckland, located on one site, were in the process of amalgamation in 1984. At the time of the visit to the college discussions were therefore held with lecturers and administrators for both levels of education. This was useful as set caters for both primary and secondary teacher readerships and many of the items or suggested content for set needed to be discussed with lecturers of both levels of teachers.

Relationships of Teacher Educators to set, ACER and NZCER

The New Zealand Council for Educational Research has long established and close links with the relatively small member of teacher education institutions in New Zealand. The publication of set: research information for teachers has been perceived by the publisher and by faculty members at teachers colleges as an aid in the work of the lecturers with their students. Compared to Australia, a high proportion of the content of set is contributed by lecturers in New Zealand Teachers Colleges as they join NZCER in passing on information to teachers in the field or in pre-service teacher

education courses. In addition to the general relationships which have now had some 10 years to build up, the present general editor of set has specific contacts with educators in all teachers colleges in his country, including those at Auckland.

In contrast, the ACER has no such close relationships with Australian teacher educators and set has still to be 'sold' to them as a vehicle for them to use in their wider work in disseminating summaries of research from their own specialities. Substantial numbers of lecturers in Australia are still ignorant of set five years after publication began for Australia despite considerable efforts to contact them.

Specific Contacts for Discussions Regarding set

The New Zealand Editor of set had arranged for several contacts at the Auckland Teachers college to follow-up promised contributions or for discussions with people known to be particularly supportive. These included:

Dennis McGrath, Acting Principal
Noleen Alcorn, Dean
Francis Palmer
Miles Shepherd
James Lewis
James Archibald
Derek Olphert
Rae Munro
Rosalie King

Summary of Comments of Teachers College Staff

The majority of lecturers contacted for their views on the set enterprise were highly supportive but not uncritical of the content and operation of set. For use with students, lecturers thought that the cost of set was prohibitive for generally impoverished students faced with massive book cost bills. Although some copying of set items was occuring lecturers seemed not to know that the publishers encouraged lecturers to copy the material for teaching use. Most lecturers saw it as NZCER's (and ACER's) responsibility to promote set and its utilization and several commented that it was insufficient to merely publish excellent material, follow-up activity at the points of possible use was needed.

Creating Research Awareness

Several lecturers raised the problem of creating a 'research awareness and sympathy' in teachers and some suggested that salvation may lie in involvement of teachers in 'action research' or by assistance at the school level with uptake of research.

Topics for Future sets

When invited to suggest topics which might be usefully covered in future sets, many and varied topics were suggested. Appendices 8 and 9 list a great many of those put forward.

It was also pointed out that set seemed to be pressing ahead with 'new knowledge' in each issue but that there was a great need for items which synthesized and produced time-lines of research to allow teachers to consolidate information. In this context it was indicated that it would be useful if set 're-visited' old material which it had published in previous editions.

Teachers as Researchers

Encouraging local research at schools and helping teachers to be involved in research activity, doing it and using it, was brought forward as an important aspect of the research industry's responsibilities. For instance the publishers must make it clear that teachers can write for set and that for example a well conducted survey of parents or student opinion or various topics could make a valuable contribution to the advancement of the science of education.

Critical Comment

As indicated (above) whilst the majority of lecturers critically supported set one expressed severe criticisms of recent issues (last 4 years) and indicated he had cancelled class sets for lecturing use with primary students because the content had 'drifted away from practical into theoretical issues with a secondary bias.' It was contended that teachers are not able to act on the broad issues and that set should concentrate on classroom management issues in practical settings.

Consolidating Professional Linkages

A number of lecturers agreed to work in 1985 on items for set following a request to consider doing so. Some lecturers needed reminding that some of their class papers for student teachers could be suitable for a wider

audience (with some editing and work perhaps). Although all knew about set clearly there had been some fading of levels of enthusiasim (after 10 years of publication in New Zealand) and there could be a case for more frequent visiting by the editors to maintain enthusiasm and contributions.

However, there was a good deal of support for the NZCER and the work it was doing in regard to set and criticisms were offered generally to assist in 'improving on a go d act'. In Australia there is considerably less knowledge about set in teachers colleges and it seem necessary to devote considerable energy to encouraging teacher educators to contribute to and use set. As indicated for teacher users, perhaps more involvement of lecturers in the research could lead to greater ultilization of set.

Discussions at Kohia Teachers Centre, Auckland

A visit was made to the Kohia Teachers Centre adjacent to the Auckland Teachers Colleges. The Centre is one of three official teachers centres in New Zealand which are officially supported by the Education Department.

Contact at the Centre

Our contact at the Centre was with the Director, Mr Brian McEntree, who with a staff of six conducts a vibrant program of professional development activities for Auckland area schools.

Management and Operations

The Centre is managed by a committee of twelve teachers representing early childhood, primary, secondary, tertiary and other teachers. The Centre is actively used as a resource centre for equipment (such as the two new video cameras and recorders) and teaching materials for a wide range of levels. A very large copy service was recently installed to print such things as:

school report forms
schemes of work
certificates of many kinds
reading booklets
newsletters
booklets of maths exercises, etc. (see Appendix 10)

Displays are mounted in co-operation with the Book Publishers Association and the School Library Service and courses are run for professional development in areas of need such as 'Video Use' and 'Getting to Know Graves' (see Appendices 11 and 12).

The Centre has appointed 'Kohia Liaison Teachers' in surrounding schools to act as contact points for messages and literature in both directions.

Business Operations

The Centre is involved in publishing and distribution services for resource materials and has established a flow of revenue from this operation despite offering the materials to schools at low cost.

The Director indicated that he would be interested in promoting and distributing set in Auckland.

Pedagogical Resources

There was little use of the relatively small number of professional books and magazines (including set) by visiting teachers.

An NZCER display board (provided by NZCER some time ago) although prominently located was not a centre of interest and the Director confessed that little interest was exhibited in it. set was part of this display.

Comments on Research Dissemination

As indicated above the Director of the Centre thought that it would be useful to distribute set via his Centre. This was because the publication would then have a local base and could be discussed locally. This idea had been generated by observing the success of Marjery Renwick's 'In the Early World' project which was '... single research, highly visible and involving of teachers' (McEntee). Another activity successful in the area was M. Clay's 'Later Reading Inservice Course' which was being trialled in Auckland. Both of these involved training of teachers to gather data and to shape the research work. If set was to succeed then it too would need to 'get involved at the local level' (McEntee).

Overview

Kohia Teachers Centre is a very busy place taking an active helping role with support for teachers in surrounding schools. The research industry, including the publisher of *set* are not taking advantage of the potential of the centre for dissemination and uptake of research at present and this is cause for concern.

Discussions at Central Otago Education Centre (COEC)

Acting on the advice of the principal of Manton High School, the researchers paid an unscheduled visit to Central Otago Educational Centre located in Alexandra, South Island. We were made welcome and the Director and several staff members gave freely of their time to discuss dissemination of educational information in general and *set* in particular.

Description of the Centre

Development

The Central Otago Education Centre (COEC) opened in 1977 as one of the three Education Centres established by the New Zealand Education Department - Kohia in urban Auckland, a centre in provincial Taranaki and a rural centre in Alexandra.

As a result of the autonomy extended to the Centres, they have each developed in different directions. COEC's Teacher Development provision emphasises this autonomy.

A current development is the close liaison COEC has with REAP Rural Education Activities Programme. The sharing of ideas, resources and services allows the two organizations to make an improved contribution to the whole education community.

Functions

COEC operates to provide a service and a facility to the Central Otago Education community. As a result of analyses of needs and in response to requests, COEC aims to support learning programs in Early Childhood Education centres, primary and secondary schools and continuing education programs. As a support facilitator, COEC's range of functions is extensive. It varies from year to year. Some of the current services are listed below.

Services

COEC provides a range of services to four pre-schools, 37 primary, 4 area and 4 high schools in the Central Otago area. Increased use of the services and facilities is being made by a number of community organizations.

Teacher Development Centre

a Locally initiated in-service programs

b Support by way of study groups and tutoring for continuing education courses.

A Resource Centre

a Loans - filmstrips, slides, 16mm movies, audio and video cassettes, transparencies, kits, pictures, posters, charts, maps, listening post materials, puzzles, pre-school books, etc.

b Teacher, SPELD and Adult Literacy Libraries.

c Circuit book scheme for small schools.

d Tape copying.

e Assistance in school-based resource management.

f Houses and distributes loan material from other agencies (e.g. Ministry of Transport, Health Department, Advisory Service, Museums, community groups).

g The distribution of a wide range of hardware (e.g. projectors, cameras, recorders, video equipment, etc.).

An Ideas Exchange

The Centre links with many other education agencies and acts as a co-ordinating centre for the collection and dissemination of ideas.

A Meeting Place

The Centre's rooms and facilities are widely used for planned and incidental meetings and activities. As well as a drop-in centre for the education community, it is a contact point for De rtmental Offices, advisers, administrators and many other agents of education.

A Trading House

a Stationery

b School supplies

c Hall and room bookings

A Service Centre

a Equipment
b Typing
c Reprographics
d Ideas

A Human Resource Centre

COEC staff provide personal resource support or suggest others who may assist.

Organization

A committee of management has overall control of COEC. The committee represents many education institutions.

Whilst the staff reports to the committee, it also has close links with Departmental Offices in Denedin, Southern Regional Office and in Wellington. The Otago Education Board provides valuable support in maintaining the Centre's buildings and accounting systems.

Education Department grants provide the main source of finance. A generous allocation from REAP and trading operations help offset expenditure.

The Director of the Centre is seconded from his or her position, normally for a period of two years. Other staff occupy permanent positions. The staff includes:

Director
Secretary
Resource Consultant
Custodian
(A technician is engaged on a casual basis)

REAP staff share COEC's facilities and work in close collaboration with the Centre staff, including:

Secretary
Community Education Officer
Visiting Teacher

Main Function

The centre emphasizes Teacher Development, supporting six modes of operations in this area so that the centre is an active teacher education facilitator in its district.

Mode 1 Dunedin Teachers College Courses supported are:

B22.12 Audio Visual Learning Resources 1
C18.03 Guiding Beginning Teachers
C18.02 School Administration
C18.04 School Development
B02.01 Reading Process

Mode 2 ASTU Courses (Education Department Courses)

B06.02 Teaching Children with Educational Handicaps
B06.04 Teaching Programs to Meet Specific Needs
B21.06 School Organization and Climate (Secondary)
C15.13 Contemporary Issues in Education
C18.01 Educational Administration

Mode 3 Two Day Release Courses.

COEC 1 Art-Creativity
COEC 2 Atypical Children
COEC 3 Language - Integrated Programs
COEC 4 Resource Management

Mode 4 School Based Courses

Mode 5 Assistance for Secondary Teachers for developmental activities

Mode 6 Emergent Courses/Activities

Some funds are reserved for courses to meet specific needs as they arise. Further explanations of the Human Resource Development thrust of the centre are given in Appendix 13.

set at COEC

This teacher centre, like Kohia, had taken little action in regards to set either for centre staff development or to aid in the teacher development or other activities of the centre in its work in the region. The centre's information officer was under the misapprehension that set went to all schools in the area and thus she believed it was unnecessary for her to do anything about drawing it to the attention of teachers either as a unit or for particular items.

Centre staff apparently pass the set packet around when it arrives in the office but it is not actively used. Nor is it incorporated in the NZCER Display which was 'featured' on one wall on the library/resource room. Evidence that the publication was read at least a little came forward in the

comment that the set 1984 (10) item 'Meat and Veges' was '... spot on in its conclusions', (Director) but it was also pointed out that there was no local uptake of those research ideas.

One suspects that the problem is that set has never been given a memorable presence at this centre because no-one connected with it has ever contacted centre staff. As one centre staff member said, 'No-one from NZCER has ever come within cooee of this region to promote their ideas and they haven't asked agencies like us to help in their (research dissemination) work' (COEC staff member).

The printed format of set means that the material suffers the same fate as the centre's own newsletter which '... tends to die on the principal's desk.'

Research Dissemination

Since set was not actively being used by the centre we pursued a line of enquiry regarding dissemination generally in an attempt to identify in what ways uptake of research could be facilitated.

The opinion of centre staff on present research dissemination activities may be summarized by quoting the Resource Consultant who said, 'The message for researchers is that information in printed form may not be suitable. Researchers need to have people out, dotted around your (sic) teaching community that are able to act as catalysts, people who can interpret and interest teachers in the research' (COEC tape recording).

Research in education is perceived as being centralized and initiated top downwards with little local input. '... a pack of academics up there who have little contact with the schools. This (visit of researcher) is the first contact I've ever had with anyone from educational research. Teachers are not aware of the extent of (NZCER/ACER) role' (COEC tape recording). Visits are needed to foster communication and lead into uptake.

The method of research dissemination supported by COEC was the school development model. Considerable energy had gone on in this from the previous director for a local high school and with the present director for a local primary school. Appendix 14 sets out the work of centre staff in the development of a local primary school.

Overview

The overall impression gained from the visit to COEC was that a much more active role needs to be taken by the research industry if the products of its

work are to have anything like a substantial impact on teachers. The visit confirmed that set unsupported is not as effective as it could be with some personal follow-up in the field. At the simplest level this requires the publishers to provide teacher centre personnel with an incentive to help in the networking of the information. Of course the content of set must be practical and related to the concerns of teachers in the field. Teacher centre staffs (and principals) need to be provided with ready to use items for promoting set content such as overhead projector transparencies, charts of content, large diagrams with results in point form, etc. which can be used in working with teachers to help them utilize research.

As in other situations encountered in this study (schools and other institutions) there was considerable interest in people based interactions to facilitate research utilization. Admiration was expressed for the work of Professor M. Clay and the Schools Without Failure materials and the support program that went with them. In this centre considerable interest was shown in school development programs into which set could be embedded as a resource on many topics. However, at present set was not thought about in an active way due to lack of 'promotion'.

Discussions with Academic Staff at Canterbury University, Christchurch, New Zealand

The purpose of the visit to Canterbury was to make contact with a number of staff in the Department of Education who are contributors or potential contributors to set but also to discuss the future development of the project with people who are supports of the work. Arrangements were made from NZCER and details at Canterbury were managed by Professor Graham Nuthall. The researcher also met Warwick Elley and Adrienne Alton-Lee among others.

Outcomes

The principle outcomes of this visit were lists of topics and contact persons for future contributions but in addition it was strongly suggested that the set editors should be encouraged and funded to more around their respective countries more, editing in person and encouraging uptake in the schools in person. It is interesting to have this comment echoing those from the teachers college, teachers centre and school visits.

List of Topics for set

- LARIC (Later Reading In-service Course) - M. Clay
- Organizing for Learning - a sequel
- Principal's Styles of Management - Hugh Lauder
- Children's Knowledge of Computer Concepts - James Upton
- Revisiting Research - Winch (1919-1920) 'Equal additions vs decomposition in teaching subtraction'. J. of Experimental Pedagogy, 5, pp.207-261.
  Compare with New Zealand Standard 2 Maths Books - Peter de Ath
- Forms of Moderation (of internal assessment)
- Graves Method of Writing
- Which Spelling Systems Work?
- So you've done a miscue analysis - now what?
- IEA (NZ) Results of Maths (frozen by Government)

Visit to Wellington Polytechnic Teaching Resources Unit

NZCER arranged for a visit to the Teaching Resources Unit of Wellington Polytechnic so that the researcher could briefly study another group involved in the dissemination of professional information about education. The visit was short (½ day) but interesting.

A Teaching Resources Unit

The Unit provides facilities and services to the teaching staff of the Polytechnic who are called tutors. The TRU was established to help tutors (largely untrained in teaching) to present their teaching subjects in the most effective way. The TRU conducts training courses and workshops on media and teaching methods as well as providing resource support services such as:

- a visual aids workroom
  a fully equipped area; materials, technical help on hand if you need it.
- an audio-visual studio/classroom
  closed-circuit television and videotape equipment available for your use.
- an audio recording studio
  for recording, editing tapes, cassettes. Dubbing from reel to reel, tape to cassette and vice versa.
- a photographic darkroom

- a free lending system for all types of AV equipment
  the types of equipment available are listed separately.
- a complete film booking, pick-up and delivery service
- film projection rooms and equipment
- training in the use of all AV equipment
- advice on the best types of AV equipment to be purchased
- a graphics service (drawings, lettering etc.)

Discussion Results

The researcher found that the staff in the TRU were keen to use *set* but found little in it which was easily given to tutors in the Polytechnic as our examples are typically from primary or secondary schools rather than Polytechnic/TAFE type situations. Therefore *set* is useful only as a general resource for the TRU teachers. The visit was useful in broadening the editor's horizons by indicating a section of education poorly served by *set*.

CHAPTER 4

CURRENT SUBSCRIPTION STATISTICS FOR set (AUSTRALIA 1984)

This chapter presents an analysis of the subscribers to set based on the November 1984 subscribers list.

Table 4 shows a breakdown of total subscribers by category of subscriber and locations. The category of 'individuals' could include lectures and teachers. Independent and church schools are included in primary and secondary and technical groups.

Comments on Subscriber Categories

1 More primary schools than secondary schools subscribe, but a higher proportion of available secondary schools are subscribers.

2 There are some notable absences in the universities category.

3 An encouraging number of education centres, Special Education Units and teachers centres subscribe.

4 The TAFE sector is grossly under-represented.

5 A high number of individual subscribers if aggregated with lecturers and teachers specifically identified, represents an important segment of the readership.

6 Education Department (including Catholic Education Office) purchasing is an encouraging beginning.

7 Guidance Officers and psychologists are not subscribing in significant numbers.

Comments on State Figures

1 New South Wales and Victoria have the highest numbers of subscribers but proportional representation analysis is necessary.

2 Tasmanian uptake is relatively high and a useful number are taken by Papua New Guinea (if it can be included here rather than in 'overseas' categories).

Table 5 reports State subscription figures as a percentage of schools in each State.

Table 4 set Subscribers 1984, Australia and Overseas

	NSW	Vic.	WA	SA	Qld	ACT	Tas.	NT	PNG	Sing.	Mal.	Eng.	Can.	HK	Christmas Is.	Total
Primary Schools	344	379	71	127	115	33	40	21	8						1	1139
Secondary & Tech.	230	308	47	80	86	20	35	7	7							820
Universities	7	4	1	2	3		2							1		20
CAE	20	23	5	6	8	2	7		4				1			76
Ed. Centres & SEU	18	64	16	15	24	3	5	3				1				149
TAFE	3	12		2	9											26
Individuals	224	245	37	66	94	8	14	14	2		1	1				706
Lecturers	21	32	7	8	19	1	5	1								94
Teachers	65	50	7	25	32	7	6									192
Teacher Unions & Commercial	1	7			4											12
Educ. Dept. (incl. Cath.)	27	21	11	5	20	5	2	7	2	1						101
Teachers Centres		8		3	6		5									22
Guidance Officers & Psychologists	1	2	4			1		1				1				9
Totals	961	1155	206	339	420	80	121	54	23	1	1	3	1	1	1	3367

Table 5 School Subscribers to set as a Percentage of Schools in States

	NSW	Vic.	WA	SA	Qld	ACT	Tas.	NT
Primary Schools	15	18	10	18	8	-	20	-
Secondary & Tech.	31	42	23	32	23	-	53	-

List of Institutions and Departments' Regional Offices Not Subscribing to set

NSW - CAE

Alexander Mackie College

Goulburn CAE

Milperra CAE

Catholic Teachers College

Cumberland College of Health Sciences

Guild Teachers College

Hawkesbury Agricultural College

New South Wales State Conservatorium

Nursery School Teachers College

Orange Agricultural College

Polding College

Sydney College of the Arts

Sydney Kindergarten Teachers College

Sydney Teachers College

SA - CAE

Adelaide College of Arts and Education

Hartley College of CAE - part of Adelaide College of Arts and Education

Sturt CAE - part of Adelaide College of Arts and Education

Roseworthy Agricultural College

SA - University

University of Adelaide

Qld - CAE

Brisbane Kindergarten Teachers College

Kelvin Grove CAE

Qld Conservatorium

Townsville CAE

Qld - University

Griffith University

James Cook University of North Queensland

Victoria - CAE

Prahran CAE - part of Victoria College

Coburg - part of Phillip Institute of Technology

Frankston - part of Chisholm

Hawthorn - not affiliated as yet

Victorian College of Pharmacy

Victorian College of the Arts

Western Australia - University

University of WA

ACT - University

ANU

Regional Offices of Education

NSW	2011	Central West Potts Pt
	2150	Metro. West Parramatta
	2306	Hunter RO Newcastle
	2340	NW RO Tamworth
	2480	N Coast RO Lismore
	2500	S Coast Wollongong
	2650	Riverina Wagga Wagga
	2795	Western Bathurst
Vic.	3141	RO Prahran
	3156	Knox Ferntree Gully
	3183	Central Balaclava
	3199	SE Frankston
	3350	Ballarat Ballarat East
	3400	Horsham Horsham
Qld	4032	Brisbane North Chernside
	4656	Wide Bay Region Maryborough
	4730	NW Region Longreach
SA	5013	Western Reg. Pennington
	5073	Central Hectorville
	5112	Central North Elizabeth
	5290	SE Mt Gambier
	5606	Eyre Edn Port Lincoln

WA	6018	Regional Superintendent Doubleview
	6153	Regional Superintendent Applecross
	6230	Regional Superintendent Bunbury
	6401	Regional Superintendent Northam
	6430	Regional Superintendent Kalgoorlie
	6530	Regional Superintendent Geraldton
	6714	Regional Superintendent Karratha
	6722	Regional Superintendent South Hedland
Tas.	7000	South RO Hobart
	7250	North RO Launceston
	7320	NW RO Burnie

WHO'S WRITING FOR *set*?

An analysis of *set* item sources by:

- author
- institution
- publication (when reprinted)
- country of origin

1979 Special Issue

A Close Look at the Cloze Test	Elley, W.	University of South Pacific	NZ
Find the Moral		New Zealand Council for Educational Research	NZ
Forms of Assessment in Secondary Schools	Thompson, P.	Victorian Institute of Secondary Education	A
Language and Behaviour	March, R.	Victoria University at Wellington	NZ
Violent and Disruptive Pupils: School Vandalism		National Childrens Bureau Information Service	UK
Gifted Children: Do We Deserve Them?	Reid, N.	New Zealand Council for Educational Research	NZ
Specific Learning Disability: Definitions	Walsh, D.	New Zealand Council for Educational Research	NZ
Open Plan: Who Benefits?	Pickens, K.	New Zealand Council for Educational Research	NZ
Assessing the Worth of Instructional Materials	Croft, C.	New Zealand Council for Educational Research	NZ
Deciding About Drugs The DEDE Project	Pickens, K. & Routledge, M. & Dorn, N.	Institute for Study of Drug Dependence	UK
A Suitable Case for Imitation	Wragg, E. & Jackson, P.	Reprinted from Times Educational Supplement	UK
Children: Violent Families: Emotional Development		National Childrens Bureau Information Service	US
Going to School: A Guide for Parents	Renwick, M.	New Zealand Council for Educational Research	NZ

	NZCER	ACER	Univ.	Other
NZ	6		2	
Aust.				1
UK				3
US				1

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1980 No. 1

The Problems of Transition from Primary to Secondary School	Power, C. & Cotterel, J.	Flinders University, Queensland University	A
From School to Work: Learning to Cope	Sturman, A.	Australian Council for Educational Research	A
Putting the Answer Before the Question: A New Way of Understanding Reading Comprehension	Nicholson, T.	Waikato University, New Zealand	NZ
Assessing Attitudes to Reading: What Can Teachers Do?	Johnson, B.	Australian Council for Educational Research	A
Chips with Everything	Werry, B.	Reprinted Education Technology New Jersey, USA	US
Batch Processing Simulations in Large Classes	Duncan, K.	University of Canterbury	NZ
How I Went From Novice to Computer Expert	Rueve, M.	Cincinatti Public School, Ohio, USA	US
How Many People Can a Young Child Feel Secure With?	Smith, P.	Reprint New Society	UK
Small is Beautiful: Some Effects of School Size on the Behaviour of Pupils	Campbell, J.	Queensland University	A
The Class Size Issue Rides Again	Richards, L.	New Zealand Council for Educational Research	NZ
Catering for Individual Differences Student Team Learning Letting Students Work on Their Own: An Experiment in 4th Form Science	Power, P. Longbottom, J.	Melbourne State College, Aranui High School New Zealand	A
Assessing Internal Assessment	Lamont, A. & McBride, B.	Queensland Education Department	A

1980 No. 1 (continued)

Whatever Happened to Programmed Learning?	Wagner, G.	New Zealand Council for Educational Research	NZ
Assessing What They've Learned	Elley, W.	University of South Pacific	NZ
Educational English as She is Written	Taylor, C.	Sydney University	A
A Guide to Class Nomenclature: Ages, Stages, Classes, Years, Grades, and Systems Compared		New Zealand Council for Educational Research	NZ
Youth, Education & Employment	Karmel, P.	Australian Council for Educational Research	A

	NZCER	ACER	Univ.	Other
NZ	3		3	
Aust.		3	3	2
UK				1
US				2

1980 No. 2

What Secondary School for My Child?	Atkinson, E. & Atkinson J.	Monash University, Victoria, Kusden State College, Victoria	A
TV and School Achievement?: A Real Poser	Sharman, K.	Australian Council for Educational Research	A
Testing the Reading Comprehension of Second Language Beginners: an Integrative Approach	Baldauf, R.	James Cook University	A
Parents as Remedial Reading Tutors: A Report on the Work of the Mangere Home and School Project	Robinson, V., Glynn, T., McNaughton, S. & Quinn, M.	University of Auckland	NZ
'Go and Look it up Yourself': Developing Study Skills in Primary and Secondary Schools	Reid, N.	New Zealand Council for Educational Research	NZ
Fifteen Thousand Hours: Findings and Implications	Maughan, B. & Ouston, J.	London University	UK
The Foundations of School Testing	Croft, C.	New Zealand Council for Educational Research	NZ
Test Evaluation Sheet		New Zealand Council for Educational Research	NZ
Learning Time and Teaching for Mastery	Ward, G.	Australian Council for Educational Research	A
Beginning Teachers: Modern Day Robinson Crusoes	Battersby, D.	Massey University	NZ
The Microcomputer in School: 1 A Research Project in Special Education 2 Back-up Services for Computer Assisted Instruction 3 The microcomputer, What is She?	Ryba, K. & Christiansen, B.	Massey University	NZ

1980 No. 2 (continued)

Wanted: Gifted Teachers for Gifted Kids	Reid, N.	New Zealand Council for Educational Research	NZ
FOSSIC: A Study Skills Rating Schedule	Jackson, P., Reid, N., Croft, C. & Cowie, C.	New Zealand Council for Educational Research	NZ
Remedial Reading at Home: Helping You to Help Your Child	Glynn, T., McNaughton, S., Robinson, V. & Quinn, N.	Education Department, University of Auckland	NZ

	NZCER	ACER	Univ.	Other
NZ	5		4	
Aust.		2	2	1 (in assoc. with Univ.)
UK			1	
US				

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1981 No. 1

Being There	Mannison, M., Bycroft, P. & Sinnamon, J.	Kelvin Grove College of Advanced Education Queensland University	A
Community Expectations of Numeracy in Schools	Bourke, S.	Australian Council for Educational Research	A
Continuous Enrolment at Age Five	De Lemos, M.	Australian Council for Educational Research	A
Reading: To Test or Not to Test?	Anderson, J.	Flinders University, South Australia	A
Disruptive Pupils	Galloway, D.	Victoria University of Wellington	NZ
Playgroup Ecology	Smith, P. & Connolly, K.	University of Sheffield	UK
A Developmental Approach to Moral Education	Wilkins, R.	Western Australia Institute of Technology	A
Classroom Discussion and Questioning: Some Patterns and In-service Effects	McGee, C.	Massey University of Manawatu	NZ
Does Intelligence Equal Learning Ability?	Jenkinson, J.	Australian Council for Educational Research	A
Teaching Practices	Fordham, A.	Australian Council for Educational Research	A
Achievement Test Scores in Perspective	Turnbull, W.	Educational Testing Service, Princeton	US
Using Readability Formulas in the Classroom	Wagner, G.	New Zealand Council for Educational Research	NZ
Young Children's Ordering Behaviour	Rithakananone, P., Siemon, D. & Nixon, M.	Monash University	A

1981 No. 1 (continued)

Transition from School: A Review of Research and its Relation to Policy	Anderson, D.	Australian National University	A
Reading Together: Parents Helping at School	Stevenson, B. & Ralston, F.	Kelvin Grove College of Advanced Education, Queensland Catholic Education Department	A

	NZCER	ACER	Univ.	Other
NZ	1		2	
Aust.		4	4	3 (1 in assoc.)
UK			1	
US				1

1981 No. 2

Rural Education and its Aftermath	Craig, R. & Cawthron, E.	Roseworthy Agricultural College of Australia & Australian Bureau of Statistics	A
New Teachers in Australian Schools: Expectations, Satisfactions, Concerns and Provisions	Fyfield, J. & Tisher, R.	Monash University	A
Reading Ages and Reading Tests	Vincent, D.	National Foundation for Educational Research, England	UK
Homework in Secondary Schools	Coulter, F.	Canberra College of Advanced Education	A
Who Structures the Curriculum: Teacher or Learner?	Freyberg, P. & Osborne, R.	University of Waikato	NZ
Kids can Write and First Week of School!	Glacobbe, M.	Reprinted from Learning	US
Combining Scores	Gilmore, A.	New Zealand Council for Educational Research	NZ
Reading Words with Context and Without	Thompson, B.	Victoria University, Wellington	NZ
Parents: The Untrapped Resource in Special Education	Mitchell, D.	University of Waikato	NZ
The Hearing Impaired Child in a 'Normal' Secondary School	Smith, G. & Bowes, J.	Murdoch University	A
Childminder	Jackson, S. & Jackson, B.	University of Bristol	UK
Study Skills: Panacea, Placebo or Promise?	Jones, J.	University of Auckland	NZ
Learning from Print: Notetaking, Underlining, Inserted Questions and Organizers	Rickards, J.	Purdue University, Indiana	US

1981 No. 2 (continued)

Troubled Times for Educational Testing	St George, R.	Massey University	NZ
TV is Funny, Boring, Exciting but I Love It	Kent, S., Knowles, A., Nixon, M., Rendell, P.	Monash University & Herald Sun Channel 7 Victoria	A

	NZCER	ACER	Univ.	Other
NZ	1		5	
Aust.			3	3 (1 in assoc.)
UK			1	1
US			1	1

1982 No. 1

Success in a Bilingual Programme	Foster, L., Rado, M. & Rowley, G.	Latrobe University	A
What Happened at Hermannsburg?	Fargher, R. & Ziersch, R.	Hermannsburg Mission	A
Community Control vs Social Mobility: Some Cross-Cultural Considerations	Harker, R.	New Zealand Council for Educational Research	NZ
set Index, Australian Edition 1979-1981		Australian Council for Educational Research & New Zealand Council for Educational Research	A/ NZ
Time on Task: Is it Enough?	Smyth, J.	Deakin University	A
Learning to Cope with Failure	Cullen, J.	University of Canterbury	NZ
Probing Techniques	White, R.	Monash University	A
From a Researcher's Notebook	Tasker, R.	Waikato University	NZ
Jennifer	Dwyer, J.	Queensland Education Department	A
Pocket Calculators		New Zealand Council for Educational Research	NZ
Choosing a Calculator		New Zealand Council for Educational Research	NZ
Corporal Punishment	Ritchie, J.	Waikato University	NZ
Evaluating Writing	Phillips, D.	New Zealand Council for Educational Research	NZ
How to Use set	Mabbett, B.	New Zealand Department of Education	NZ

1982 No. 1(continued)

A Teachers Guide to Vision Problems in Children — Australian Optometrical Association — A

	NZCER	ACER	Univ.	Other
NZ	5 (1 in assoc.)			
Aust.		1 (in assoc.)	3	3
UK				
US				

75

1982 No. 2

The Professional and Children's Literature	Zahnleiter, J.	Brisbane College of Advanced Education - Kelvin Grove	A
Initial Vocabularies for Reading	Thompson, B.	Victoria University, Wellington	NZ
Coping with Volatile Situations: A Guide for Teachers	Pickens, K.	New Zealand Council for Educational Research	NZ
The Importance of Being Father	Rosemergy, M.	New Zealand Council for Educational Reseach	NZ
How Important is Fantasy Play?	Smith, P.	University of Sheffield	UK
Non-verbal Tests in Schools	Croft, C.	New Zealand Council for Educational Research	NZ
Dr Fox	Leapman, M.	Reprinted from The Times	UK
Children's Knowledge of Time	Rendell, P. & Nixon, M.	Institute of Catholic Education & Monash University	A
Slow Learners, Segregated, and Integrated	Frampton, O.	Cashmere High School, New Zealand	NZ
Scale for Rating Behavioural Characteristics of Superior Students	Renzulli, J. & Hartman, R.	Reprinted from Exceptional Children	US
Improving the Format of Classroom Tests	Reid, N.	New Zealand Council for Educational Research	NZ
Glossary: Jeff Raskin's Brief Dictionary of Computerese	Raskin, J.	Reprinted from Apple	US

	NZCER	ACER	Univ.	Other
NZ	4		1	1
Aust.			1 (in assoc.)	2 (1 in assoc.)
UK			1	1
US				2

1983 No. 1

Youth in Transition	Williams, T.	Australian Council for Educational Research	A
Media Reaction to School, Work & Career		Australian Council for Educational Research	A
Letters from Youth in Transition	Williams, T. et al.	Australian Council for Educational Research	A
Good Spelling: The Search Goes On	Croft, C. & Thomas, V.	New Zealand Council for Educational Research Victorian Education Department	NZ
Mathematics Learning	Gough, J.	University of Papua New Guinea	PNG
Jean Piaget in Retrospect	Lawrence, P.	Canterbury University, Christchurch, New Zealand	NZ
Breaking the Sex-Stereotyping Circle	Brown, S. & Fitzpatrick, J.	Western Australian Education Department	A
Well Begun is Half Done	McDaniel, T.	Converse College, South Carolina, United States of America. Reprint from Canadian magazine Orbit	C
Pupils on Punishment	Lewis, R. & Lovegrove, M.	Latrobe University	A
Criterion-Referenced Measurement	Rowley, G. & McPherson, C.	Monash & Latrobe Universities	A
Three Dozen's a Crowd	Campbell, J. & Robinson, M.	University of Queensland	A
I Knew Who I Was When I Got Up This Morning	Kroger, J.	Victoria University, New Zealand	NZ
What Makes Good Software?	Taylor, J.	Reprinted from Times Educational Supplement	UK

1983 No. 1(continued)

Teachers Should Read?	Finger, J.	Queensland Education Department	A
How to Get the Most out of Your Textbooks		United States Book Association and Australian Council for Educational Research	US

	NZCER	ACER	Univ.	Other
NZ	1 (in assoc.)		2	
Aust.		3	3	3 (in assoc.)
UK				1
PNG			1	
US				1
Can				1

1983 No. 2

Seeing is Believing	Gare, R.	Queensland Education Department	A
Computer Programme Checklist			
Principally for Principals	Ainley, J. & Mckenzie, P.	Australian Council for Educational Research	A
Organising for Learning	Alton-Lee, A.	Canterbury University, New Zealand	NZ
Rows vs Tables	Wheldall, K. et al.	University of Birmingham	UK
Stand By Your Desks Gone to the Wall	Weeks, A. Dickinson, C.	Times Educational Supplement	UK
Breaking the Sound Barrier	Pizzo, J.	Reprinted Orbit Ontario Institute of Studies in Education	C
The Difficult-to-Teach Junior Pupil	Rossiter, A.	University of Canterbury	UK
Spelling Genius at Work	Gentry, R.	West Carolina University	US
Encouraging Writing	Phillips, D.	New Zealand Council for Educational Research	NZ
Classroom Management	Wilkins, R.	Western Australian Institute of Technology	A
Learning to Read, Naturally	Scully, M.	Christchurch University	NZ
What do we know about Adolescents' Reading?	Pohl, H.	Institute of Technology	NZ
Selecting Appropriate Work Experience	Hobbs, T.	Queensland Department of Education	A
Test Bias! Test Bias!	Reid, N. & Gilmore, A.	New Zealand Council for Educational Research	NZ

	NZCER	ACER	Univ.	Other
NZ	2		2	1
Aust.		1		4
UK			2	1
US			1	
Can.				1

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1984 No. 1

Teaching TV Commercials	Davis, J.	Latrobe University, Victoria	A
The Skills of Friendship	Kafer, N.	Newcastle University, New South Wales	A
Growing Up in Great Britain	Fogelman, K.	National Childrens Bureau, United Kingdom	UK
When a Child Steals	Jackson, M.	University of Tasmania	A
Give Them a Good Hand	Holbrook, A.	Australian Council for Educational Research	A
Writing to an Apple	Lally, M.	Australian National University, Canberra	A
Copy This	Gough, J.	University of Papua New Guinea	PNG
Stories to Read in Class	Hay, J.	Hamilton Teachers College	NZ
Reading and Working Memory	Baddeley, A.	Cambridge University, New Zealand	NZ
What Comes After One?	Hunting, K.	Western Australian Institute of Technology	A
Classroom Discipline	Wilkins, R.	Western Australian Institute of Technology	A
Teaching Left-Handers to Write	Mander, R.	Beachhaven Primary School	NZ
The Full Stop	Henshaw, A.	Keele University, United Kingdom, Reprinted from Times Educational Supplement	UK

	NZCER	ACER	Univ.	Other
NZ			1	2
Aust.		1	4	2
UK			1	1
PNG			1	

AUTHOR/INSTITUTION/COUNTRY INDEX FOR set

Author	Institution	Country	When in set
Ainley, J.	ACER	Australia	1983(2)
Alton-Lee, A.	Canterbury, U.	NZ	1983(2)
Anderson, D.	ANU	Australia	1981(1)
Anderson, J.	Flinders U.	Australia	1981(1)
Atkinson, E.	Monash	Australia	1980(2)
Atkinson, J.	Monash	Australia	1980(2)
Baddeley, A.	Cambridge U.	NZ	1984(1)
Baldauf, R.	James Cook U.	Australia	1980(2)
Battersby, D.	Massey U.	NZ	1980(2)
Bourke, S.	ACER	Australia	1981(1)
Bowes, J.	Murdoch U.	Australia	1981(2)
Brown, S.	WA Ed. Dept.	Australia	1983(1)
Bycroft, P.	Kelvin Grove CAE	Australia	1981(1)
Campbell, J.	Queensland U.	Australia	1983(1)
Cawthorn, E.	Aust. Bureau Statistics	Australia	1981(2)
Christiansen, B.	Massey	NZ	1980(2)
Connolly, K.	Sheffield U.	UK	1981(1)
Cotterel, J.	Queensland U.	Australia	1980(1)
Coulter, F.	Canberra CAE	Australia	1981(2)
Cowie, C.	NZCER	NZ	1980(2)
Craig, R.	Roseworthy Agric. Coll.	Australia	1981(2)
Croft, C.	NZCER	NZ	1979 Sp.
Croft, C.	NZCER	NZ	1980(2)
Croft, C.	NZCER	NZ	1980(2)
Croft, C.	NZCER	NZ	1982(2)
Croft, C.	NZCER	NZ	1983(1)
Cullen, J.	Canterbury U.	NZ	1982(1)
Davis, J.	La Trobe U.	Australia	1984(1)
De Lemos, M.	ACER	Australia	1981(1)
Dickinson, C.	Times Ed. Supp.	UK	1983(2)
Dorn, N.	Drug Depen.	NZ	1979 Sp.
Duncan, K.	Canterbury U.	NZ	1980(1)
Dwyer, J.	Qld Ed. Dept.	Australia	1982(1)

Author	Institution	Country	When in set
Elley, W.	South Pacific U.	NZ	1979 Sp.
Elley, W.	South Pacific U.	NZ	1980(1)
Fargher, R.	Hermannsburg Mission	Australia	1982(1)
Finger, J.	Qld Ed. Dept.	Australia	1983(1)
Fitzpatrick, J.	WA Ed. Dept.	Australia	1983(1)
Fogelman, K.	National Childrens Bureau	UK	1984(1)
Fordham, A.	ACER	Australia	1981(1)
Foster, L.	Latrobe Uni.	Australia	1982(1)
Frampton, O.	Cashmere HS	NZ	1982(2)
Freyberg, P.	Waikato Uni.	NZ	1981(2)
Fyfield, J.	Monash Uni.	Australia	1981(2)
Gare, R.	Qld Ed. Dept.	Australia	1983(2)
Galloway, D.	Vic. Uni. at Wellington	NZ	1981(1)
Gentry, R.	W. Carolina Uni.	USA	1983(2)
Gilmore, A.	NZCER	NZ	1983(2)
Gilmore, A.	NZCER	NZ	1981(2)
Glacobe, M.		USA	1981(2)
Glynn, T.	Uni. Auckland	NZ	1980(2)
Glynn, T.	Uni. Auckland	NZ	1980(2)
Gough, J.	PNG Uni.	PNG	1984(1)
Gough, J.	PNG Uni.	PNG	1983(1)
Harker, R.	NZCER	NZ	1982(1)
Hartman, R.		USA	1982(2)
Hay, J.	Hamilton Teachers College	NZ	1984(1)
Henshaw, A.	Keele Uni.	UK	1984(1)
Hobbs, T.	Qld Ed. Dept.	Australia	1983(2)
Holbrook, A.	ACER	Australia	1984(1)
Hunting, R.	WAIT	Australia	1984(1)
Jackson, B.	Bristol Uni.	UK	1981(2)
Jackson, M.	Tasmania Uni.	Australia	1984(1)
Jackson, P.	NZCER	NZ	1979 Sp.
Jackson, P.	NZCER	NZ	1980(2)
Jackson, S.	Bristol Uni.	UK	1981(2)

Author	Institution	Country	When in set
Jenkinson, J.	ACER	Australia	1980(2)
Johnson, B.	ACER	Australia	1980(1)
Jones, J.	Auckland Uni.	NZ	1981(2)
Kafer, N.	Newcastle Uni.	Australia	1984(1)
Karmel, P.	ACER	Australia	1980(1)
Kent, S.	Monash Uni.	Australia	1981(2)
Knowles, A.	Monash Uni.	Australia	1981(2)
Kroger, J.	Vic. Uni. Wellington	NZ	1983(1)
Lally, M.	ANU	Australia	1984(1)
Lamont, A.	Qld Ed. Dept.	Australia	1980(1)
Lawrence, P.	Canterbury Uni.	NZ	1984(1)
Leapman, M.		UK	1982(2)
Lewis, R.	Latrobe U.	Australia	1983(1)
Longbottom, J.	Aranui HS	NZ	1980(1)
Lovegrove, M.	Latrobe U.	Australia	1983(1)
McBride, B.	Qld Ed. Dept.	Australia	1980(1)
McDaniel, T.	Converse College	USA	1983(1)
McGee, C.	Massey Uni.	NZ	1981(1)
McKenzie, P.	ACER	Australia	1983(2)
McNaughton, S.	Auckland Uni.	NZ	1980(2)
McNaughton, S.	Auckland Uni.	NZ	1980(2)
McPherson, C.	Latrobe	Australia	1983(1)
Mabbett, B.	NZ Dept. Ed.	NZ	1982(1)
Mander, R.	Beechhaven PS	NZ	1984(1)
Mannison, M.	Kelvin Grove CAE	Australia	1981(1)
March, R.	Vic. Uni.	NZ	1979 Sp.
Maughan, B.	London Uni.	UK	1980(2)
Mitchell, D.	Waikato Uni.	NZ	1981(2)
Nicholson, T.	Waikato Uni.	NZ	1980(1)
Nixon, M.	Monash Uni.	Australia	1982(2)
Nixon, M.	Monash Uni.	Australia	1981(2)
Nixon, M.	Monash Uni.	Australia	1981(1)

Author	Institution	Country	When in set
Osborne, P.	Waikato U.	NZ	1981(2)
Ouston, J.	London U.	UK	1980(2)
Phillips, D.	NZCER	NZ	1982(1)
Phillips, D.	NZCER	NZ	1983(2)
Pickens, K.	Inst. Drug Dependence	UK	1979 Sp.
Pickens, K.	NZCER	NZ	1979 Sp.
Pickens, K.	NZCER	NZ	1983(2)
Pizzo, J.		Canada	1983(2)
Pohl, H.	Inst. of Technology	NZ	1983(2)
Power, C.	Flinders Univ.	Australia	1980(1)
Power, P.	Melb. State Coll.	Australia	1980(1)
Quinn, M.	Auckland Univ.	NZ	1980(2)
Quinn, M.	Auckland Univ.	NZ	1980(2)
Rado, M.	Latrobe Univ.	Australia	1982(1)
Ralston, F.	Qld Cath. Ed. Dept.	Australia	1981(1)
Raskin, J.		USA	1982(2)
Reid, N.	NZCER	NZ	1979 Sp.
Reid, N.	NZCER	NZ	1980(2)
Reid, N.	NZCER	NZ	1980(2)
Reid, N.	NZCER	NZ	1982(2)
Reid, N.	NZCER	NZ	1983(2)
Rendell, P.	Inst. of Cath. Education	Australia	1981(2)
Rendell, P.	Inst. Cath. Ed.	Australia	1982(2)
Renwick, M.	NZCER	NZ	1979 Sp.
Renzulli, J.		USA	1982(2)
Rithakanone, P.	Monash	Australia	1981(1)
Richards, L.	NZCER	NZ	1980(1)
Rickards, J.	Purdue U.	USA	1981(2)
Ritchie, J.	Waikato	NZ	1982(1)
Robinson, M.	Uni. Qld	Australia	1983(1)
Robinson, V.	Auckland Uni.	NZ	1980(2)
Robinson, V.	Auckland Uni.	NZ	1980(2)
Rosemergy, M.	NZCER	NZ	1982(2)
Rossiter, A.	Canterbury U.		1983(2)

Author	Institution	Country	When in set
Routledge, M.	Inst. Drug Dep.	UK	1979 Sp.
Rowley, G.	Latrobe Uni.	Australia	1982(1)
Rowley, G.	Monash Uni.	Australia	1983(1)
Rueve, M.	Cincinatti Public School	USA	1980(1)
Ryba, K.	Massey Uni.	NZ	1980(2)
Scully, M.	Christchurch Uni.	NZ	1983(2)
Sharman, K.	ACER	Australia	1980(2)
Siemon, D.	Monash Uni.	Australia	1981(1)
Sinnamon, J.	Qld Uni.	Australia	1981(1)
Smith, G.	Murdoch U.	Australia	1981(2)
Smith, P.	Sheffield Uni.	UK	1980(1)
Smith, P.	Sheffield Uni.	UK	1981(1)
Smith, P.	Sheffield Uni.	UK	1982(2)
Smyth, J.	Deakin Uni.	Australia	1982(1)
St George, R.	Massey Uni.	NZ	1981(2)
Stevenson, B.	Kelvin Grove CAE	Australia	1981(1)
Sturman, A.	ACER	Australia	1980(1)
Tasker, R.	Waikato Uni.	NZ	1982(1)
Taylor, C.	Sydney Uni.	Australia	1980(1)
Taylor, J.		UK	1983(1)
Thomas, V.	Vic. Ed. Dept.	Australia	1983(1)
Thompson, B.	Vic. Uni.	NZ	1981(2)
Thompson, B.	Vic. Uni.	NZ	1982(2)
Thompson, P.	VISE	Australia	1979 Sp.
Tisher, P.	Monash Uni.	Australia	1981(2)
Turnbull, W.	Ed. Testing Service	USA	1981(1)
Vincent, D.	NFER	England	1981(2)
Wagner, G.	NZCER	NZ	1980(1)
Wagner, C.	NZCER	NZ	1981(1)
Walsh, D.	NZCER	NZ	1979 Sp.
Ward, G.	ACER	Australia	1980(2)
Weeks, A.		UK	1983(2)
Werry, B.		USA	1980(1)

Author	Institution	Country	When in set
Wheldall, K.	Uni. Birmingham	UK	1983(2)
White, R.	Monash Univ.	Australia	1982(1)
Wilkins, R.	WAIT	Australia	1981(1)
Wilkins, R.	WAIT	Australia	1983(2)
Wilkins, R.	WAIT	Australia	1984(1)
Williams, T.	ACER	Australia	1983(1)
Williams, T.	ACER	Australia	1983(1)
Wragg, M.	NZCER	NZ	1979 Sp.
Zahnleiter, J.	Brisbane CAE	Australia	1982(2)
Ziersch, R.	Hermannsburg Mission	Australia	1982(1)

Ends 1984(1)

APPENDICES

SCHOOL VISIT CHECKLIST

School: Date:

Principal:

Other teachers:

Number of students (is this declining? what prognosis?)

Number of staff (stable last year and next? what proportion?)

Description of school service area (urban, rural, socio-economic status, special social groups, general rapport)

Physical premises (cluster, open plan, traditional single storey, traditional double storey, specialist rooms, specialist out door facilities)

Material resources (books, equipment, musical and sporting, copying and computing equipment)

Community support for the school (via provision of funds, personal support -voluntary assistance, general interest positive or negative)

Quality of staff (age distribution, experience distribution, attitudes towards the profession - vocation or job?)

Special features of the program of the school, (are these under review? why or why not?)

Paramount needs of the school both short and long term

Administrative structure (groups of grades, streaming, special subject requirements, function and role of deputy principal/s)

Style of admin. (autocratic, democratic, benevolent, some mixture, style of admin. of those to whom authority delegated)

Problems of admin. (relations with particular teachers, generation gap to 'young inexperienced teachers', role reversals for younger principals with 'senior' staff, sex role relations)

Organizational structure of school (who actually gives instructions to whom?

Organization of grades and classes (departments or relatively autonomous)

Effects of physical premises (relocatable classrooms, moving children or equipment, noisy location)

Effects of staff (quantity or quality)

Specialist staff (what subjects, quality effects)

Mail handling (detail who opens, what instructions to opener? principal read all? how relayed to others, who gets what?)

Resources for teaching - how arrive?
- handling?

Meetings of teachers - formal (who set agenda, how frequent, when conducted, attendance by teachers, usefulness, for what?)

- informal (when and where, who typically initiates, what is discussed, level of debate)

Frequency of meetings (both types, informal exchanges of information between teachers, principal to teachers)

General nature of discussions (try to establish some sort of ratio of general talk and spread of professional ideas)

Level of pedagogical debate (do teachers eschew technical vocabulary and avoid use of language of the profession?)

Irputs of ideas (from whom, from where?)

Problem solving strategy of staff (do systematic information sources get consulted at all, how do the teachers at this school go about getting information to solve a teaching problem or to implement a desired change?)

Knowledge of education resource base in school (do teachers know about the sources of information about education which are in the school?)

List books and journals taken/held by the school (for later analysis)

Visitors to school (list for a specific period, check that this is a representative period)

What inputs from each of the following?

Advisors

Representatives

Administrators

Researchers - from?

Student teachers

Teacher education lecturers

Parents and other community members

Excursions - by children

- by teachers

What gained by teachers in both of the above?

School professional library - where housed?
who uses?
nature of collection
number of books
range
periodicals
describe

Teachers own libraries at school

at home

Teachers engaged in professional study
- what effect on school?
- what support by school?

Principal's policy on staff study using students

Policy on teachers wishing to innovate

Policy on research activities within the school

Funds available for telephone

Policy on use of school postage funds

Allocation of funds for acquisition of pedagogic resources

Funds for acquisition of teaching resources

Teachers use of resource materials bought for school

ABOUT SET SPECIFICALLY

Relevance of SET materials to school

Aspects of SET which particularly appeal

What topics need to be covered?

[Use SET Questionaire for further checks]

SCHOOL LIBRARIAN INTERVIEW SCHEDULE

School: Date:

Teacher Librarian:

Who takes primary responsibility for providing professional information to teachers in this school?

Principal

Librarian

Do you have any books on Education (as a subject) for teachers in this library?

Do you have any funds to expend on subscriptions to periodicals for teachers?

What subscriptions do you take and how are these determined?

Do you desire to play an active facilitating role in provision of information for teachers?

What if any are the limitations you or others impose on your helping in with-in school dissemination?

On what topics, typically do teachers seek your help?

Does the Library issue a newssheet or periodical notice to teachers on acquisitions?

Does this have any professional development function?

Can you make available a list of professional books and journals in this school for study and analysis? If not may we compile such a list?

Could you please indicate the titles of articles, books or SET items which have attracted particular attention by teachers?

Can you explain why the things identified in the last question were popular?

Are you in a position to assist teachers who are engaged in further study?

Do teachers engaged in further study actually seek your help? How often and on what topics? Are you able to assist?

Have you or any teacher librarian you know ever initiated the inputting of professional information for teachers at this or another school?

How would you describe the success of such an intervention?

Do representatives of book publishers ever suggest teachers professional reading type resources when they visit?

To what extent does literature from bookshops or publishers put professional reading matter before you or teachers, relate this to pushing of curriculum materials or books for students.

What is the Education Department's official policy on the provision of resources for the professional development of teachers?

To your knowledge what is the extent of reading done by teachers?

Is much of it related to professional information for teachers?

Do you have any general comments about within - school dissemination?

Whose responsibility primarily is the task of within - school dissemination?

What is your opinion of the general importance of within - school dissemination?

How could the within - school dissemination at this school be enhanced?

Do you think teachers in general think much about professional information for teachers?

Evaluation A quick and accurate guide when considering your evaluation would be to take Plan 5 guide and tick the knowledge and understanding you achieved. Repeat the same for process skills; if your programme was unbalanced then balance Plan 6 accordingly.

Objectives: to increase children's knowledge and understanding.
to further develop specific process skills
to introduce new process skills

Units for Plan 6

J1 and J2 Mammals
J3 and Std. 2 Sound
Std. 3 Introduce Wild Animals
Std. 4 Earth Science

J1 and J2 MAMMALS

Knowledge and Understanding

Mammals - only animals with food, hair, wool
only animals feed young on milk
Characteristics of mammals - warm bodies, four limbs, (except for whale, seal, porpoise), internal skeleton, young are born alive

Mammals live in different places
Mammals move in different ways
Mammals care for their young

Behavioural Objectives:

1. Children can make a mural showing that mammals live in different places.
2. Demonstrate that mammals move in different ways
3. Explain that mammals care for their young
4. Compare different mammals from their observations
5. Group animals into mammals and non-mammals and group according to strucutre, behaviour or size
6. Care for any mammals they own.

Resource material:

Mammals Unit: Level 1 No. 28

J3 and Std. 2 SOUND

Knowledge and Understanding- Behavioural Objectives

The children can:

Knowledge and Understanding

1. demonstrate that sounds are caused by vibration of objects
2. make sounds which vary in volume
3. explain that the volume of sound is determiend by the size or magnitude of each vibration.
4. relate the volume of sound to the size of the vibrations of an object.
5. recognize that sounds vary in pitch
6. suggest or illustrate how sounds can be muffled and amplified.

Observation

7. measure the time sounds take to travel
8. feel, see and hear the effects of vibrating objects.
9. recognise the effect of placing sound-absorbent material around the source of sound.
10. describe the effect on pitch of shortening or lengthening a rod, string or column of air.

Classification
Inference

11. group and order sounds according to their volume or pitch
12. infer under which circumstances sound is likely to be produced.

Resource Material: Sound Unit - Level 2 No. 11

Standard 3 INTRODUCED WILD ANIMALS

Behavioural Objectives: The children can:

Knowledge and Understanding
1. List some common wild animals in N.Z.
2. List the characteristics of mammals
3. State that all N.Z. wild land mammals have been introduced (excluding bats)
4. State that the Maori introduced a rat (Kiore) and a dog (Kuri)
5. Discuss some reasons why wild animals were introduced by early settlers (fur, sport, food, pest control and to remind people of home)
6. Explain that these wild animals have an effect on the environment, some good, some bad.

Observation
7. Observe that wild animals live in places that suit them.

Attitude
8. State that all domestic animals were originally wild animals.
9. Show concern for the conservation of wild animals

Std. 4 EARTH SCIENCE - FOSSILS ROCKS - EROSION

Knowledge and Understanding:

By the end of the six weeks the children should be able to:

1. Describe some ways of classifying rocks
2. Explain how rocks are transported from one place to another
3. Explain how some rocks are formed
4. List some ways fossils are formed
5. Recognise a fossil as a plant or animal that was once living
6. Explain or demonstrate that erosion is the continuous wearing away and shifting of the surface materials of the earth to other places.
7. Identify and interpret examples of erosion in the local environment
8. Explain how the actions of people may increase or reduce the rate of erosion.

Process Skills Include

1. Observation: earth layers, what happens to soil particles when erosion occurs - land forms.
2. Classification: rocks and fossils
3. Inference: source areas of rocks found in streams or on beaches - possible causes of land slides.

Field Trips: could include - a beach e.g. Howick Beach; Mangere Mountain; Pigeon Mountain; Museum

On Display: Rock collections

Curriculum Meeting - Classroom Organization

1 Discussion of SET Articles 6, 7, 8

- Rows versus Tables
  - Reactors: Bruce ; Sue
- Stand by your desks / Gone to the wall
  - Reactors: Bob ; Trevor
- Breaking the sound barrier
  - Reactors: Bill ; Annie

2 Establishing a basis for trialling

(i) Identify learning activities which typically occur in classrooms

(ii) Identify the optimum environment in which these activities occur

(iii) Attempt to arrive at a general organization which can be adapted to accommodate most of these conditions

(iv) List limitations imposed by existing furniture & identify what else might be needed

Curriculum meeting 12. 9. 83

Classroom Organization

1 The following quotation from Item 8 SET No 2 was used to place our discussion of classroom organization into context:

"The classroom as a workplace
- The output of the school is learning and the teacher has the demanding task of orchestrating everything that happens in the classroom to maximise learning"

2 Points raised in our discussion of SET Items 6, 7, 8:

- Teachers must consider different settings for different learning situations
- Pupils should understand the reasons for seating organizations + should be involved in deciding on suitable settings
- There are advantages in using the perimeter of the room for pupil seating leaving front/centre free for pupil-teacher movement and/or location of resources
- Any organization should facilitate teacher mobility
- Different settings are required to cater for varying learning styles, pupil maturity, independence etc
- There are advantages in having more than one teaching focal point (eg blackboard at rear; mobile teaching stations; OHP)
- If an adaptable environment is to be developed there must be efficient, well-established routines.

3 Identification of learning activities which typically occur in classrooms.

A
- lecturing
- Reading to children
- Blackboard instruction
- Demonstrations
- Pupil presentations
- Pupil performances

B
- Independent study
- Buddy learning; peer tutoring
- Silent reading

C
- Group discussion
- Group activity (models, charts etc)

4 Characteristics of each group of learning activities.

A. Audience activities
- Compact groups, perhaps seated on floor or on chairs away from desks
- Easy eye-contact for management
- Compact groups enable teacher and pupils to use quiet voices + thus lower overall noise levels
- Clip boards may be useful where children need to write.

B Independent activities
- Group tables ('talking tables') should be used only by pupils with good application + work/study skills.
- Visual isolation should be provided for some pupils

C Group activities
- Resource area should be used
- "Independent" settings should readily convert to group settings.

5. Members agreed to trial ideas in their own spaces and/or teams.

- It would be useful if brief records of changes were kept
- Informal communication between members was agreed upon
- A further meeting will be held in the second half of October

Appendix 6

DEPARTMENT OF EDUCATION
Government Building Lambton Quay

Private Bag Wellington New Zealand

In reply please quote

28/1/3/2

Telegrams: DEPED WELLINGTON
Telephone: 735 499

Sep. 14 1984

BUILDING SELF-ESTEEM RESOURCE KIT

Dear Principal

You will soon be receiving a health education resource kit, **Building Self-Esteem.** This kit is designed for junior, middle and senior primary classes. It consists of teachers' guides, a set of individually packaged resources including photographs, posters, audio-tape, board game and copy masters and separate activity guides. The materials were financed by the Alcoholic Liquor Advisory Council through the Health Education Resources Project and developed by departmental officers and groups of practising teachers.

Building Self-Esteem is one of nine themes upon which the draft Health Syllabus 1982 is based. The aim of this syllabus is to encourage students to take constructive action for their own and others' health. The extent to which teachers succeed in building children's self-esteem will influence the ways in which they develop the attitudes and practices that contribute to good health.

A library card will be attached to your copy of **Building Self-Esteem.** Please ensure that these resources are filed with other ~~classroom resources in your school.~~ Teachers will be advised about this kit in the Education Gazette at the time of distribution.

A survey of the way in which HERP resources are being used in schools, undertaken by a research team from Massey University for the Alcoholic Liquor Advisory Council and the National Heart Foundation suggests that although the resources are sent to schools on general issue, large numbers of teachers are not aware that the resources are available in their schools. I would, therefore, be grateful if you would make an opportunity to familiarise yourself with the resources when they arrive, and bring them to the attention of all teachers in your school. I believe teachers will find these resources helpful and I am anxious that schools receive full benefit from the materials that the Alcoholic Liquor Advisory Council has generously provided.

Yours sincerely

J.N. Cox.

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J N Cox
for Acting Director-General of Education

STAFF MEMORANDUM - Week July 30 - August 3

Full assembly on Monday.

Geoff L_____ at 9 a.m. to do follow up *Laric*** work.

30-31st Helen B_____ will take my room to free me to do class evaluation and P & A registers.

Tentative programme	Monday	Tuesday
	Margaret	Judith & Sue
	Simon	Tony
	Tony	Joyce

Tuesday - Short staff meeting 3 p.m.

Wednesday - Interchange*

Please remind children on Tuesday about lunches, pencil cases, and buses.

All S3 - F11 line up at flagpole at 9 a.m.

Tony please arrange a roster for duty here at (place) on that day.

Thursday 2nd

Judith away to *Schools Without Failure Course* - Heather M_____ will be the reliever.

Friday 3rd

No Manual Training

Mosgeil interchange involves Simon and 25 children. Probably use Marion and me in Room 6 and Joyce to take remainder of older children - but will decide that on Thursday.

Job Description

I will discuss these with you on Tuesday but would appreciate their return as soon as you can.

How are those plays going - 12 days to the Drama Festival?

---

*Interchange denotes a system whereby teachers exchange classes to make possible specialized instruction such as is provided in intermediate schools to upper grades. In this case one teacher talented in music takes senior students for that work. This particular interchange was one between three local schools for a day based on conservation with the theme 'Water Means Life' Schools involved were Kaitangata (7), Benhar (2) and Stirling (4). All F1 and II pupils went to Stirling School, all S2-4 went to Benhar and all S1-Infants were at Kaitangata. Aside from the science aspect of the day this interchange also had the aim of social interaction between the pupils.

**Later In-Service Reading Course - M. Clay.

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set topics suggested at Auckland Teachers College
to P. Jeffery on visit 9 October, 1984

Developing self concept/building self esteem

Time lines of educational research in various fields of enquiry

Research on intercultural studies - stereotypes
- development of cultural bias
- 'prejudice reduction'
- attitude development

Research techniques teachers can and should use - what is research?

Written Language - 'Graves'

Sex education and health

Abolition of tertiary entrance examination

Corporal punishment

Integration of private schools into system

Daily physical education (new PE Syllabus 1985)

Computers - school uses that are sensible
- education of teachers
- primary school uses
- keyboard teaching

Core curriculum

Pakeha teachers teaching Maori kids

Leisure education - what is the task of schools?

Re-training of teachers for multiple roles due falling enrolments

Schools Without Failure

Learning through film

Models for teacher education and training

Outdoor education

Attitudes shaping career choice of girls (Jill Abigail)

Review of De-schooling Literature

Home Schooling Movements

Using Videotape in Schools

USSR Booklets (refer IRA)

Future of Intermediate Schools

Libraries in Schools without Librarians

Teaching Manual Arts

Topics and authors collected/suggested for *set*
(from PJ 16/10.84)

Derek Olphert (and Noleen Alcorn): [in 1985]

'Teachers doing research and using cameras to record results'
(Suggested a photographic *set* item with only a few words to demonstrate the techniques.)

Ruth Maunsel (NZEI)

'Self Concept/Heath Syllabus'

Dr Colin Knight

'Intercultural attitude development'

Gordon Chandler (and Cedric Croft?)

'Survey of Social Studies'

Dr Noleen Alcorn

'Encouraging local research at schools'

Vivienne Robinson

'Action Research (by teachers)'

David Slebs

'Learning through film'

Peter Wilson

'Survey of National Fitness in NZ'

Helen Norman

'PE in Primary/Intermediate Schools'

Bevan Grant

'Pedagogy of P.E.'

Kohia Teachers Centre
·Kohia Terrace·Private Bag·Newmarket·Ph. Ak. 686 128·

1 October 1984

To : Principals, Auckland Region

Dear Colleagues,

This letter concerns two topics :

1. The Centre's new copy service to schools
2. A request for sample forms, certificates, etc.

---

1. Copy Service

This has now been operating for one month. The trial period of four months will decide whether schools want the service provided through this sophisticated, expensive machine. It has much to offer to support your teachers.

At this stage, we are very pleased at the start made, though greater volume of work is hoped for.

We have copied, for example :

* school report forms
* school schemes of work
* certificates of many different kinds
* reading booklets
* newletters
* booklets of mathematical exercises

... and so on ...

Perhaps we may support you in relation to preparations for 1985 by copying those recurring items which you need in volume.

Copying related to end-of-year functions will soon be with us. Please note :

* single sided masters
* flat masters
* allow two days MINIMUM per copy time at the Centre

Thank you for your cooperation in those aspects.

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Are class teachers aware yet of the potential of the copy service for class magazines on a pupil-purchase basis? This simple project can really motivate a class, and say good things about the school to its community.

Refer to the yellow information brochure mailed to you in early September for more details. Telephone me for further information.

2. Samples Please

We would like to establish sample files here of print information commonly used by schools.

A school supplying forms could expect that its samples might be copied by others, so it is presumed items are sent here with that clear understanding.

It is appreciated that many items are framed to fit a specific, local need, but being able to see what someone else has done will stimulate others, and possibly save a lot of work. This applies to both content and format. High quality presentation is not necessarily difficult, but good modelling of options is needed, e.g. effective use of paste-ups to highlight a newsletter.

Would you please consider participating? I will welcome a selection from among such items as :

* prospectuses
* information booklets
* newsletters [where format is emphasized]
* administration forms of all kinds
* certificates for sport, merit, rewards, etc.
* resource system forms [library, resource room, storage, and retrieval].

Thank you for your attention to these two matters.

Best wishes.

Yours sincerely,

Brian McEntee,
Director.

Attachment 11

Kohia Teachers Centre

·Kohia Terrace·Private Bag·Newmarket·Ph. Ak. 686 128·

NEWSLETTER September 1984

COPY SERVICE

Publicity for this new service has gone to all schools : have you sighted it? Consider, individually and collectively, how it might help your school. The copy quality is excellent, and we can cope with volume work. The pamphlet sent out has many suggestions worth your consideration.

[illegible]

Storage and borrowing systems are developing well, under the care of Jan Butcher of Selwyn College.

[illegible]

We now have two complete systems to cope with continued strong demand for loan of V.C.R., alone or with camera. So short-term loans are now easier to obtain. But prior booking is still essential.

[illegible]

Thank you : your appreciative remarks about the stonework area under the pohutakawa are welcome : will we need a booking system for summer spots there?? Look for a lot of spring planting over the next week or two at the front. With luck [and money] the drive and front car park will be sealed this term.

NEW RESOURCES

a] Big books [14] and book sets with tapes [15] : from Ashton Scholastic.
b] Junior manipulative materials from Visual Aids
c] Materials produced by the Office of the Race Relations Conciliator : can be purchased from there.

Our resources are usually available for borrowing; maximum loan four weeks.

[illegible]

Much work by Jill Smith is going into systems for these resources, prior to shifting them from S.T.C. to Kohia. Worth waiting for.

[illegible]

One course has been completed, and two more [one here, one at Lopdell] are already filled. I'm concerned that there are still many of the original 160 applicants who haven't been on a course. If you are in that group, you will be contacted this term.

[illegible]

At last we're really planning towards extensive remodelling. We would like an open space, with flexible partitions, rather than separate rooms and a large corridor. That would permit us to provide easily for many services which aren't readily achieved at present. But... it's a question of money. We're optimistic, though, and are working on it.

[illegible]

[Not the burying kind.] Watch out for advice to your school for an October course of two after-school sessions to help interested teachers become familiar with the approaches to written language of this man. Interest is very high, and teachers continue to respond enthusiastically to his methods.

[illegible]

This is planned for 14 and 15 November at the Centre : please note it. The primary level display in Term One was very successful, and School Library Service and the Book Publishers' Association are keen to support a similar display for secondary level. Details will be advised later.

[illegible]

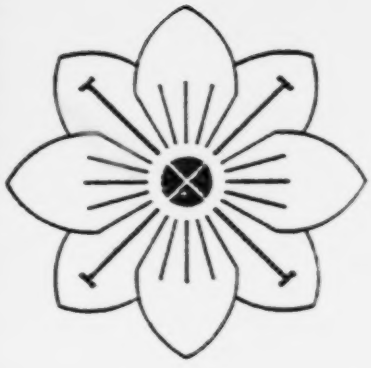
Your Centre is managed by your colleagues : a Committee of twelve representing early childhood, primary, secondary, tertiary, and departmental teachers. So, your stake in the directions taken by Kohia is very real. Our message to you is that the Centre can play an important part in your professional life. We value your using it, and your commenting on its services and its future directions

[illegible]

We work for you :

Mavis Adams	Secretary/Reception
Jean Haley	Resource Consultant
Colleen Gilroy	Copy Service and Printing
Margaret Maurice	Mailing and Distribution
Nan Farrell	Teas and Cleaning
Taonui Campbell	Caretaker
Brian McEntee	Director

BEST COPY AVAILABLE



Kohia Teachers Centre

·Kohia Terrace·Private Bag·Newmarket·Ph. Ak. 686 128·

ATTENTION
KOHIA
LIAISON TEACHER

" GETTING TO KNOW GRAVES "

These two after-school sessions at the Centre are intended to inform interested teachers of the man, **Donald Graves**, his views on the teaching of written language, and of some Auckland experience of his ideas in practice. The sessions are intended as in **introduction** only.

Tuesday 23 October 3.45 - 5.15 p.m.
Tuesday 30 October 3.45 - 5.15 p.m.

As interest is expected to be high, and numbers are limited, early advice is recommended, on the tear-off section below. Attendance at **both** sessions is intended.

A charge of one dollar will cover afternoon tea and some handouts. Do not send this with your application.

The Director,
Kohia Teachers Centre
Private Bag Newmarket,
AUCKLAND.

" GETTING TO KNOW GRAVES "

Name[s] .....

School .....wishes to apply to attend the two sessions on **23 and 30 OCTOBER.**

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COEC HUMAN RESOURCES DEVELOPMENT PROVISION

(INSET/CET PROGRAMME)

Introduction

Cabinet Minute 75/46/21 of 24 November, 1975 approved the setting up of non-residential Teachers' Centres at New Plymouth, Alexandra and Auckland. The Centres were to have staffing and administrative support and a form of local management to enable them to extend the range of work normally associated with in-service centres.

Other extracts from the guidelines used to establish the Centres should be noted.

- the Centres were to be means of meeting teachers' professional needs
- the Centres were to survey ways in which they could best assist teachers to develop their competency and status.
- the Directors were to be responsible for the development and implementation of a programme of in-service training for teachers, to provide services for teachers that would assist them with their professional tasks and to make provisions in the Centres for teachers to meet professionally and socially.

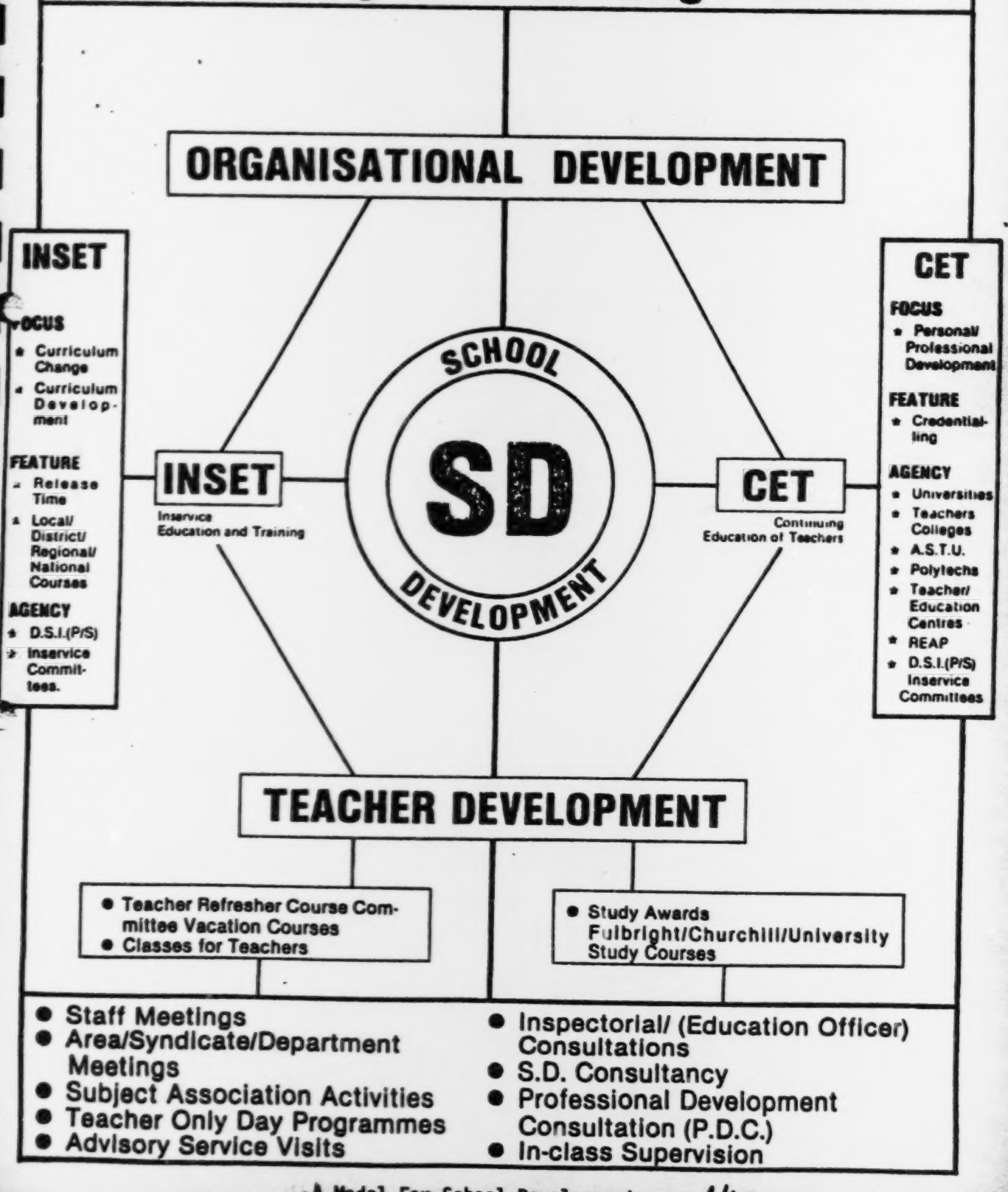
The Education Centres were therefore established primarily as in-service centres. Each Centre was given a considerable degree of autonomy to develop its own programme in response to the observed and expressed needs of local teachers. As a result, they have pursued local initiatives. Whilst all have functions and services in common, each has tended to pursue more vigorously different aspects of its INSET/CET programme. The Taranaki Centre, for example, has a most sophisticated technical and A.V. support service and Kohia is nationally recognized for its development of resource materials. COEC has endeavoured to respond to the needs of local teachers by developing a range of INSET/CET activities in the form of human and organizational development programmes.

Teacher Development/Human Resource Development

A model developed by the previous director of COEC (Mr Stanley) as a basis for planning is central to the current INSET/CET provision of COEC. Teacher development is a process which parallelsand contributes to organizational development. Organizational development and teacher development facilitate school development. The model is presented schematically on the following page.

SCHOOL DEVELOPMENT PROVISION

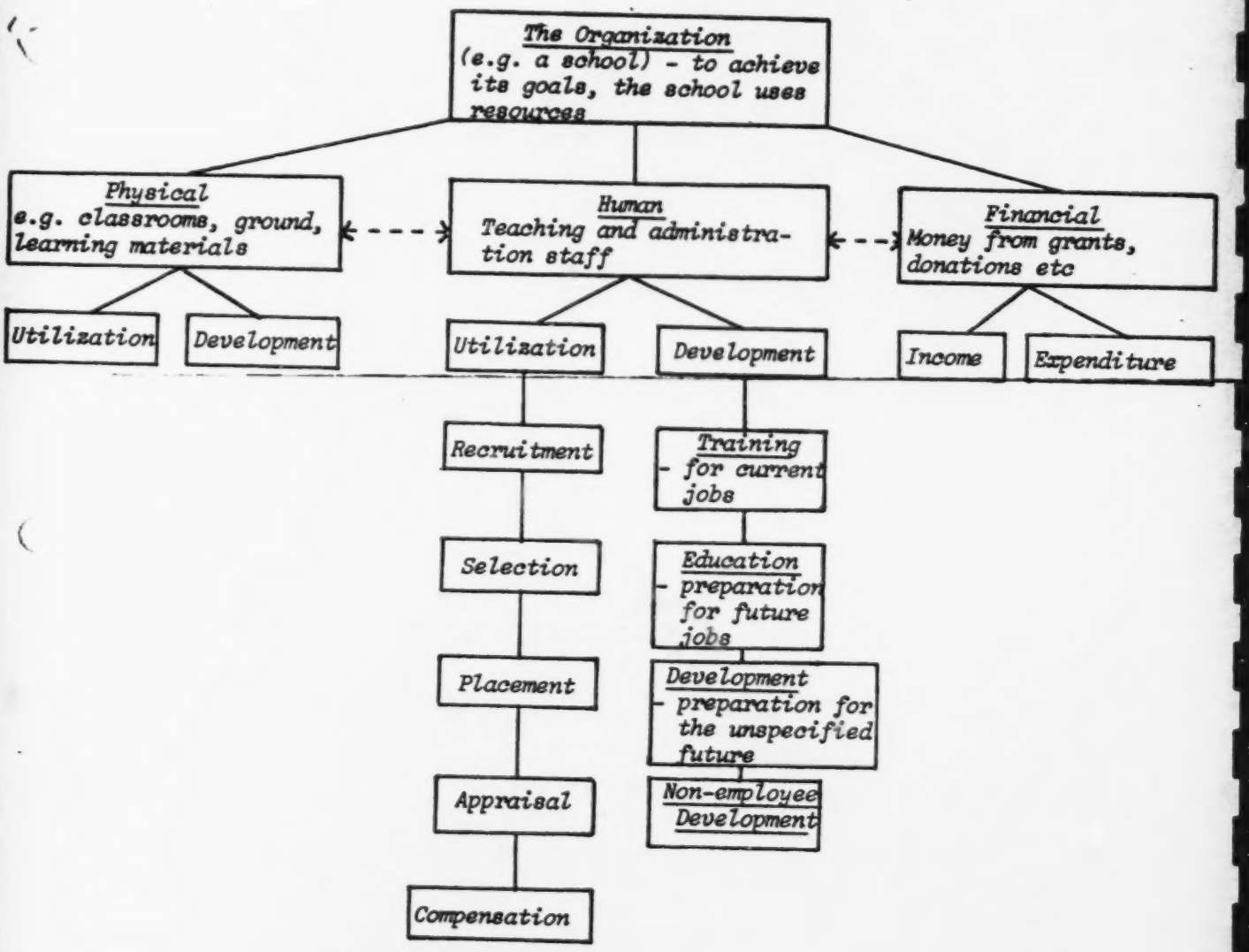
– A Conceptual Planning Frame –



A Model For School Development

Whilst the model referred to above will continue to be used as a conceptual framework to assist planning, another perspective of INSET/CET is also considered to be worthy of consideration.

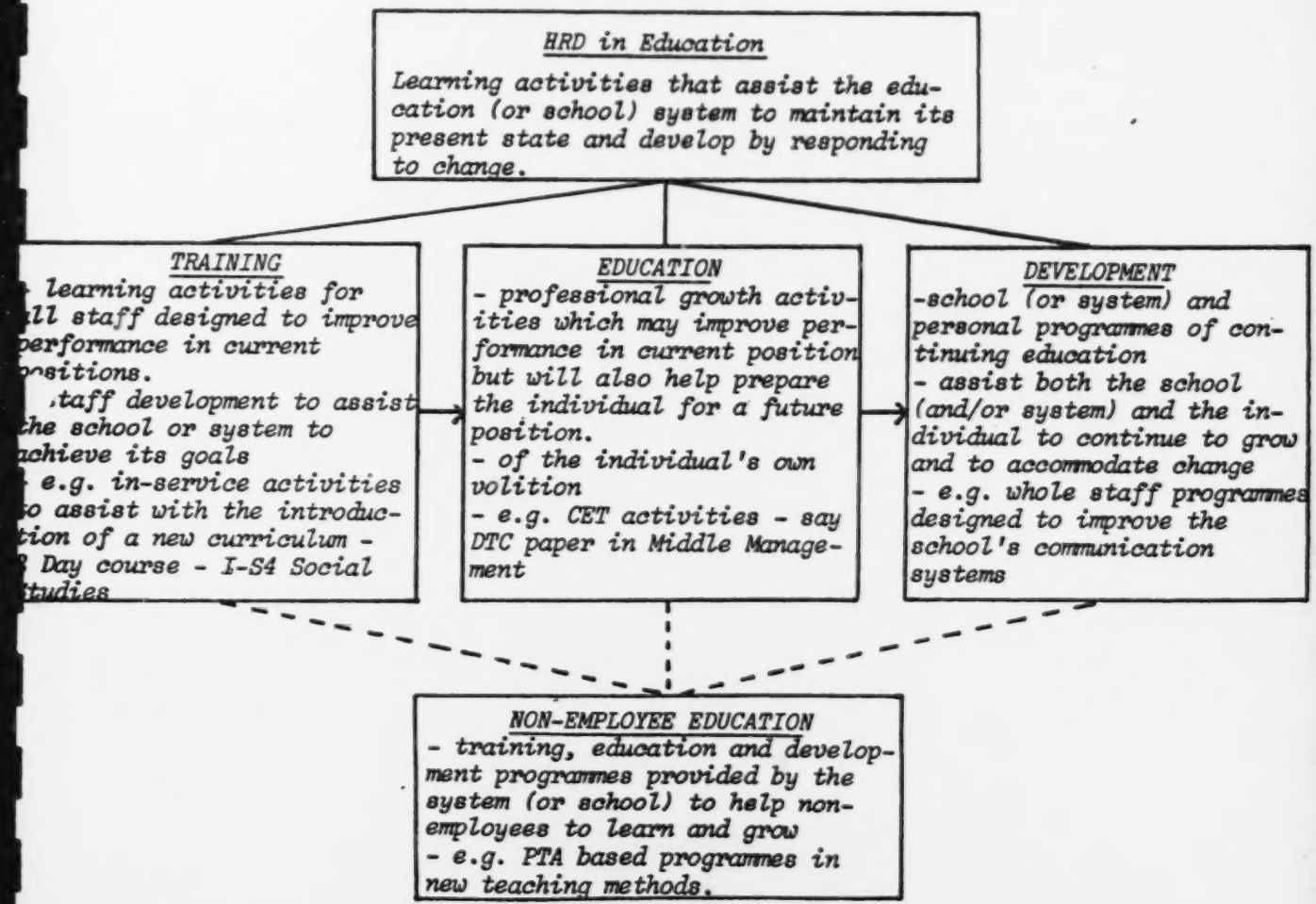
A somewhat more holistic view of INSET/CET would suggest that teacher development, organizational development and school development are integral facets of Human Resource Development (HRD). HRD may be defined as a series of organized activities conducted within a specified time and designed to produce behavioural change. Human resources in education includes all people who are involved in teaching and in administration. HRD is concerned with the growth activities of these people. The facets of HRD and the relationships of HRD to the other resources of education are shown in the diagram below.



Human Resource Development In Perspective

The diagram indicates that HRD consists of at least three main activities. Training focuses on learning experiences provided by organizations or systems to achieve their immediate goals. The experiences are designed to improve an employee's performance in his/her current position. As a result of an education programme, a staff member should be able to perform a different job in the future. Education as a facet of HRD may be described as those activities designed to improve the overall competencies of the employee in a specific direction and beyond the position he or she currently holds. Development activities focus on helping the organization or system grow and change by providing learning experiences for employees. A fourth facet of HRD concerns non-employee development whereby an organization or system provides learning experiences in the form of training, education or development for individuals who are not permanent employees (e.g. part-time staff, ancillary staff, members of the community).

Examples of each of the facets of HRD are given in the diagram below.


HRD in Education
Learning activities that assist the education (or school) system to maintain its present state and develop by responding to change.
TRAINING
learning activities for ll staff designed to improve performance in current positions.
,taff development to assist he school or system to achieve its goals
e.g. in-service activities o assist with the introduction of a new curriculum - Day course - I-S4 Social tudies
EDUCATION
- professional growth activities which may improve performance in current position but will also help prepare the individual for a future position.
- of the individual's own volition
- e.g. CET activities - say DTC paper in Middle Management
DEVELOPMENT
-school (or system) and personal programmes of continuing education
- assist both the school (and/or system) and the individual to continue to grow and to accommodate change
- e.g. whole staff programmes designed to improve the school's communication systems
NON-EMPLOYEE EDUCATION
- training, education and development programmes provided by the system (or school) to help non-employees to learn and grow
- e.g. PTA based programmes in new teaching methods.

The Facets of HRD as Applied to Education

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C.O.E.C.'s Role in HRD

COEC is basically a HRD centre. It endeavours to respond to expressed and to observed needs by initiating and supporting training, education and development programmes.

Prior to 1982, it would appear that the emphasis of the Centre's HRD was on the training aspect. A wide range of support services was provided to assist the education community to improve the quality of their performance in their current position. A feature of the Centre's involvement was the comparatively large number of one day in-service programmes (17 in 1980). During 1982/83, the scope of the HRD programme was extended to include an increased number of education and development activities.

Up until now, COEC itself has not really responded to any extent to non-employment education needs. However, this is provided for in part by the activities developed within the REAP Community Education network.

Current examples of the Centre's HRD provision include:

Training
- 2 day release courses (4 in 1984)
- 1 day courses mounted to meet emergent needs(e.g. Secondary Home Economics)
- LARIC
- school based activities (e.g. participation in area, syndicate and staff meetings)
- pre-school/junior-school workshops
- support with learning resources
- the provision of teacher relief days
- assistance with inspectorial and advisory consultations
- in-class supervision
- support for local initiatives(e.g. Maniototo Small Schools course)
- involvement in the programmes of subject associations
- assistance to secondary teachers to attend regional courses

Education
- DTC CET courses
- ASTU study groups
- support for Teacher Refresher courses
- 'summer schools'
- assistance to teachers and to other members of the community with their extra-mural university and Technical Institute studies

Development
- school development programmes (Dunstan High School, 1983, Wakatipu 1984)
- REAP programmes
- assistance with teacher only days

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The Administration of the COEC HRD Programme

The Director, on behalf of the Management Committee, is responsible for the administration of all facets of the HRD programme. An INSET/CET sub-committee has been formed. It meets on a regular basis and comprises:

Jack McNamara (Chairman)	Terrace School
Mel Douglas	Heriot
Bruce Robertson	Oturehau
Helen Irwin	Cromwell College
Terry Davies	Becks
Kevin Hughes	Roxburgh Health Camp School
Claire Donaldson	Dunstan High
Geoff Ormandy	COEC

The functions of this committee include:

- becoming aware of HRD possibilities
- representing local teacher opinion re HRD needs
- helping to plan the HRD provision

The two day release courses are organized by planning committees. These committees include local teachers, members of the inspectorate and the advisory service and the Director of the Centre. The committees are expected to take the initiative for all organizational and administrative aspects of their courses. A planning check list (refer over) has been prepared for the guidance of the committee.

The ASTU study group programme is largely administered by the correspondence school. Centre staff assist the unit tutors to arrange the groups, organize seminar dates and programmes and with the provision of resources. From within each of the study groups, the Director nominates a local co-ordinator who liaises between the group, the unit and the Centre. The Director of the Centre is usually a co-ordinator of at least one group and may also be a tutor for the unit.

The Centre is the local co-ordinating agent for the DTC CET courses. As well as assessing needs, suggesting possible courses, organizing groups and processing enrolments etc, the Centre also provides resources to support the study programmes. During 1984, for example, the Director of the Centre will tutor two papers on behalf of the College.

The administration of other facets of the HRD programme follows similar patterns to those outlined above. In response to expressed and observed needs, the Centre takes the initiative to organize or to engage others to organize programmes. An example is the Laric programme which is to be mounted in response to needs

COEC IN-SERVICE COURSE ORGANISATION

Planning Checklist

	PLANNING ACTION	RESPONSIBILITY	TIMING
1.	Make a commitment to the course	COEC IN. COM.	Year/term prior
2.	Select a topic/theme	"	Term prior to
3.	Set dates	COEC	Beginning of yea
4.	Advertise course	"	" "
5.	Appoint Director(s)	COEC IN. COM.	Term prior to
6.	Director's Planning Meeting	COEC	2 months prior t
7.	Select Course planning committee	Director	" " "
8.	Planning committee meeting	"	6 weeks prior t
9.	Set course objective	Planning Com.	
10.	Write a description of the course	" "	
11.	Prepare a course outline	" "	
12.	Decide on size and scope of course	" "	
13.	Nominate Resource people, keynote speaker(s)	" "	
14.	Delegate responsibilities	Director	
15.	Planning checked with INSET Committee	COEC	
16.	Planning checked with Inspector (i/c)	"	
17.	Invitations sent to Resource people, keynote speakers	COEC/Director	
18.	Programme finalized	Director	4 weeks prior
19.	DACINSET informed	COEC	
20.	Course fee set	"	
21.	Course advertised in detail	"	
22.	Nominations called for	"	
23.	Resource assistance determined (rooms, equipment, displays, visits)	Planning Com.	
24.	Course members selected	" "	3 weeks prior
25.	Travel and accomodation arranged	COEC	" " "
26.	Involvement confirmed	"	2 weeks prior
27.	Programme distributed (pre-course activities etc)	Planning Com.	" " "
28.	Fees receipted	COEC	1 week prior t

29.	Morning and afternoon teas arranged	COEC	1 week prior to
30.	COEC resource support arranged	"	"
31.	Recorders, discussion groups etc arranged	Planning Com	"
32.	People to pass vote of thanks selected	Director	"
33.	Displays set up, rooms arranged	Planning Com	Day prior to
34.	Course members welcomed	COEC	During
35.	Travel claims processed	"	"
36.	Course activities recorded	Planning Com	"
37.	Typing and photocopying	COEC	"
38.	Follow up activities arranged	Planning Com	"
39.	Courses evaluated	Course members	"
40.	Letters of thanks to Resource people	Director	1 week after
41.	Course evaluated	Planning Com	" " "
42.	Course report compiled, distributed	COEC	2 weeks after
43.	Accounts paid	COEC	" " "
44.	Course recommendations activated	Course memb.	
45.	Other		

expressed in 1983.

Conclusion

The above notes endeavour to outline the rationale and something of the organization of COEC's HRD programme. In response to different needs and as a result of changes in administration, both the nature of the provision and the way in which it is implemented will obviously change. It will consequently be necessary to update this paper at regular intervals.

The remaining notes in this file outline aspects of the current year's HRD programme.

Geoff Ormandy

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ORGANIZATION DEVELOPMENT - DEFINITIONS

* A planned, systematic process towards the goal of an improved organization. (English)

* A process involving the members of an organization (e.g. the school staff) and an outside consultant to help the organization to -

  diagnose its organizational processes and develop a plan through which all members of an organization can themselves, modify these processes. (Mulford)

* A planned strategy for the diagnosis, intervention, change, growth and self renewal of organizations. (Australian Council for Educational Administration)

* A long range effort to improve an organisation's problem-solving and renewal processes, particularly through a more effective and collaborative management of organisation culture. . . . . (Duncan)

* In an educational context, organization development is often referred to as institutional 'development' or 'school development'.

* An on-going process of development to which all of the staff are committed. The central aim of the process is the improvement of the teaching-learning environment of [redacted] Primary School.

A POSSIBLE ORGANIZATION DEVELOPMENT STRATEGY FOR PRIMARY SCHOOL

Phase	Action	By	Time Span
I	**Initiation**		
	1. Acknowledgement of a desire to take some action.	✓	Now
	2. Engagement of an outside consultant.	Staff	Now
	3. Finding out about OD.	O.C.	July '84
	4. Senior Staff commitment.	Staff	13.7.84
	5. Whole staff commitment	Staff	July '84
	6. Planning the Strategy'.	Staff	
II	**Needs Assessment**		
	1. Identification of criteria which contribute to an effective organization and a good school.	Staff	Aug/Sep '84
	2. Preparation of a questionnaire based on the above.	O.C.	
	3. Data collection - using the questionnaire to determine the gap between agreed criteria and what actually happens or is the case.	O.C./Staff	
	4. Data processing - listing assumptions and assertions about needs.		
III	**Feedback and Planning**		Oct/Nov '84
	1. Diagnosing organizational problems.		
	2. Prioritizing needs.		
	3. Setting goals for taining, education and development.		
	4. Developing a plan for action.		
IV	**Training, Education and Development**		
	Programmes aimed at bridging the gap between agreed goals and perceived needs.	The whole education community.	1985
V	**Evaluation**		
	1. Initial	all	T2-T3-'84
	2. On-going - formative	all	'85
	3. Summative	all	Nov '85

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ORGANIZATION DEVELOPMENT - THE ROLE OF THE CONSULTANT

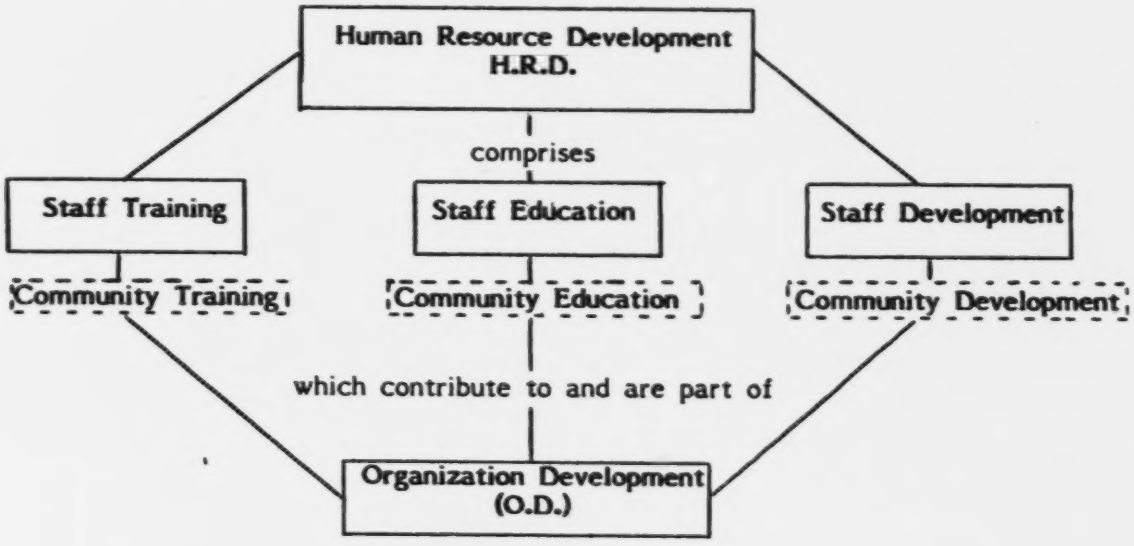
In General Terms:

1. Guidance through the process.
2. Assistance in the identification of problems.
3. Suggests ways in which problems might be considered
   - what is the problem?
   - why is it a problem right now?
   - what might be done about it?
4. Manager.
5. Co-ordinator.
6. Helps the organization respond to change.
7. Neutral.
8. A central role in data gathering.
9. Gradually withdraws from the programme.

In Specific Terms:

1. Adapts and presents a model suited to the organization (school) concerned.
2. Explains the process
   - goals
   - steps - procedures
   - requirements.
3. Conducts the needs assessment.
4. Helps to diagnose problems and prioritize needs.
5. Assists with the
   - setting of goals for training, education and development
   - development of a joint plan of action.
6. Offers suggestions as to appropriate modes of training, education and development.
7. Is a member of the evaluation team at all phases.

ORGANIZATION DEVELOPMENT - AN OUTCOME OF HUMAN RESOURCE DEVELOPMENT



1. All schools are faced by:
   - the increasing professionalism of teachers
   - rapid change
   - insufficient time and in some cases, training to cope with these changes
   - the unique organizational characteristics of their own institutions
   - concern about the lack of unity in education.

2. A programme of OD of necessity involves staff training, education and development
   - it helps teachers to see their places in the organization more clearly
   - it increases teachers' awareness of the schools as a unified organization because they become aware of and more skilled in using the organizational processes.

3. OD acknowledges that staff as professionals wish to increase their individual competence and be members of an effective school.

4. OD assumes that staff training, education and development are things that teachers do for themselves - it asserts that there is a need for for people within any organization to grow and to develop on the job.

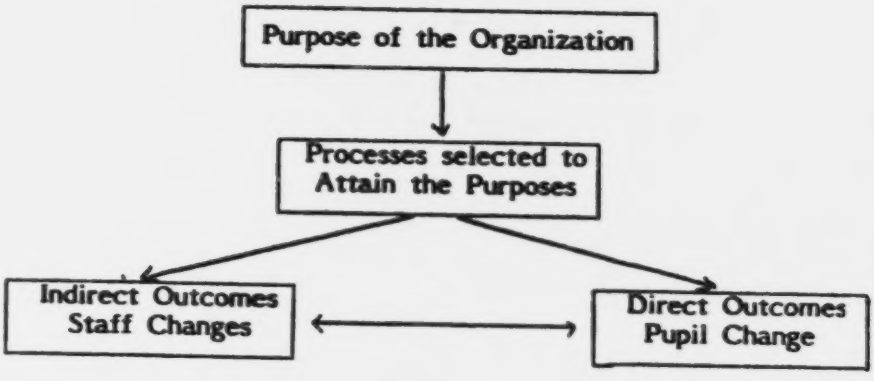
Attachment 4

CSD - Paper D/1

ORGANIZATION DEVELOPMENT IN THE SCHOOL SETTING

SOME CHARACTERISTICS

1. Organization development for schools is really concerned with the managers of the learning environment trying to make the school a better place for the pupils
   - the broad goal is the improvement of instructional outcomes


Purpose of the Organization
Processes selected to Attain the Purposes
Indirect Outcomes Staff Changes
Direct Outcomes Pupil Change

2. A strategy to:
   - open the climate of an organization
   - redistribute the power
   - renew the organization
   - improve staff relationships
   - encourage trust between groups
   - confront and resolve conflict
   - increase communication
   - move away from authoritarian relationships
   - increase institutional sensitivity to the social environment
   - reduce conflict and thereby conserve organizational resources
   - foster awareness of and change destructive organizational norms
   - increase employees' loyalty to their jobs and the organization and thereby increase their individual productivity.

3. OD assumes that organizations must change if they are to survive
   - is concerned with the preparation of individuals for the future (it keeps the individuals and the organization in a learning state).

4. School based.

5. Organizational specific.

6. Necessitates all staff making a commitment - not only to the programme but also to providing resources (e.g. time).

7. Leads to institutional change.

8. Develops a team effort to solve problems.

9. A collaborative effort guided by an outside consultant.

10. Enables a school to maximise its internal resources.

11. Allows for and in fact encourages the expression of differences.

12. Recognizes that conflict is inevitable - it should therefore be viewed positively and dealt with openly.

13. Requires an optimistic environment.

14. OD is based on a developmental model as opposed to a deficiency model.

15. OD must initially be managed from the top.

16. OD works along power equalising lines rather than ~~those~~ of power-coercion.

17. OD helps people to
    - learn productive ways of working on their problems
    - improve their organisational capabilities
    - achieve new ways of interacting
    - identify their common goals
    - understand themselves in the organisational setting
    - perform functions to which they have made a commitment.

18. The final measure of the success of an organization Development programme is whether there is an improvement in the quality of the education that is provided for the pupils.

THE STEPS OF ORGANIZATION DEVELOPMENT

Phase I - Initiation:

1. The realization of or a desire to take some action.
2. Consideration of what is involved.
3. The making of a commitment to undertake an OD programme.
4. Shared planning of the overall strategy.

Phase II - Needs Assessment (Data Gathering)

1. Identification of the criteria which contribute to an effective organization and a good school.
2. A needs assessment exercise in terms of the criteria.

Phase III - Feedback and Planning

1. Diagnose organizational problems (identify areas in need of improvement).
2. Prioritize (rank order) needs in terms of criteria.
3. Set goals for organization training, education and development.
4. Develop a joint plan of action (consider alternative ways of meeting needs).

Phase IV - Action Phase (Training, Education and Development)

1. The involvement of professional staff, ancillary staff, school council, community, outside administration (individually and collectively) in activities designed to improve the functioning of the organization.
2. May well extend over a period of one, two or three years.
3. Involves on-going evaluation in terms of goals.

Phase VI - Evaluation

1. The whole process is one of evaluation.
2. Formative (on-going) - for each of the meetings, activities, etc.
3. Summative - following each stage.
4. Generally, in terms of the growth of the organization and its ability to meet its objectives.